Education in Assam

report on its progress

1892-93 to 1906-07

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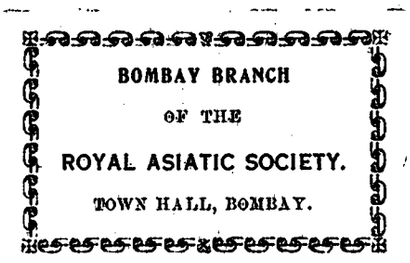

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REPORT

ON THE

PROGRESS OF EDUCATION IN ASSAM

DURING THE YEARS

1892-93—1896-97.

BY

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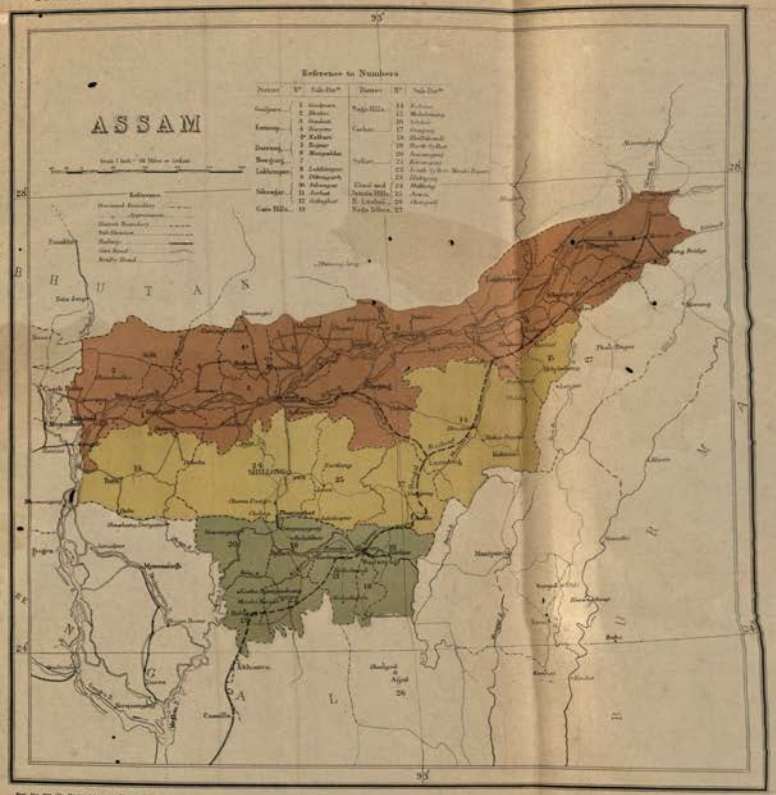

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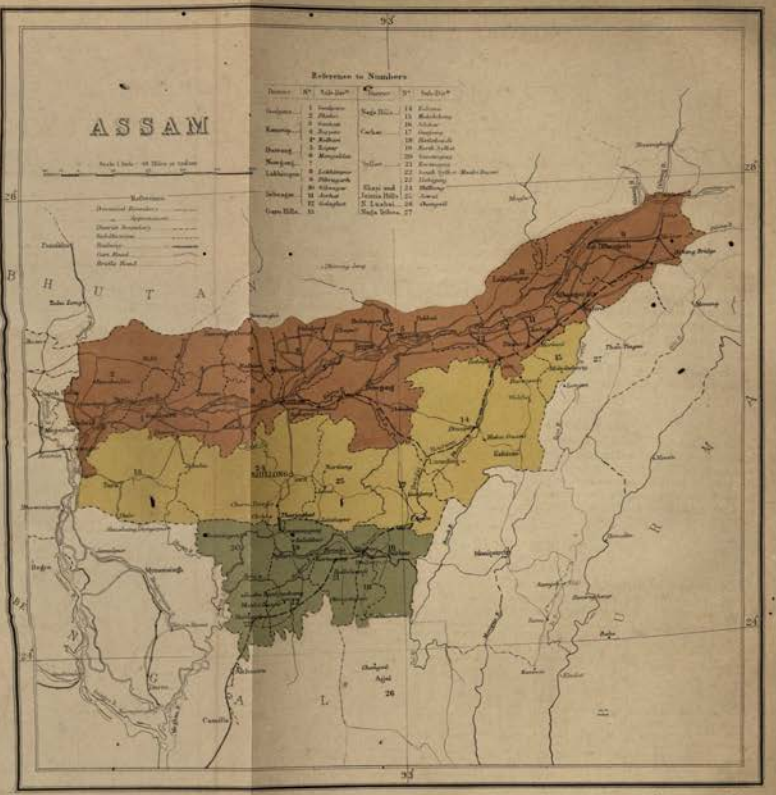

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Surma Valley	12·08

REPORT

ON THE

PROGRESS OF EDUCATION IN ASSAM

DURING THE YEARS

1892-93—1896-97.

CHAPTER I.

PRELIMINARY.

1. *Scope and the period covered by the Report.*—Under the orders contained in the Home Department Circular No. $\frac{9 \text{ Edn.}}{271\text{-}80}$, dated the 18th July 1895, a Quinquennial Report showing the progress of education during the period 1892-93 to 1896-97 is to be submitted this year in place of the Annual Report for 1896-97. As the report is to compare the state of education at the beginning and at the end of the five-year period, comparative figures are given for six years, that is, from 1891-92 to 1896-97.

2. *Order of Subjects.*—The subjects will be treated under the same heads and in the same order as in the last Quinquennial Report.

3. *Maps.*—Maps will be given, the colouring of which will have a purely geographical significance, that is, each will have three colours marking—

(1) Brahmaputra Valley,
(2) The Hill Tracts,
(3) Surma Valley;

while on the other hand figures on each map will give the necessary educational information. In preparing this Report my object is to give facts and figures in such a way as to facilitate, as much as possible, the compilation of the next Quinquennial Review. I print in appendices several tables which, together with their accompanying remarks, supply the place of an ordinary Annual Report. In this way I give information of local interest and I provide figures for the Annual Report of 1897-98.

CHAPTER II.

GENERAL SUMMARY.

4. *General statistics of attendance.*—The following table, compiled from General Table III, shows the number of schools and colleges in Assam and the number of pupils attending them at the end of each year from 1891-92 to 1896-97 :—

Class of Institutions	1891-92.		1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
A.—PUBLIC INSTITUTIONS.												
Colleges, Arts	...	...	1	18	1	25	1	19	1	22	1	27
Secondary Schools for Boys	110	10,305	113	10,399	113	10,393	124	10,799	132	11,043	135	11,547
Secondary Schools for Girls	2	48	2	48	2	57	2	52	2	61	2	76
Primary Schools for Boys	2,217	64,502	2,349	68,222	2,420	70,725	2,575	74,639	2,681	77,922	2,787	79,955
Primary Schools for Girls	148	2,411	173	2,741	188	3,103	210	3,761	240	4,005	259	4,312
Special Schools	25	635	23	557	27	578	27	573	35	629	41	743
Total Public Institutions	2,502	77,901	1,661	81,985	2,751	84,881	2,939	89,843	3,091	93,682	3,225	96,660
B.—PRIVATE INSTITUTIONS.												
Advanced	88	1,798	115	2,690	119	2,585	102	2,389	95	2,253	103	2,647
Elementary for Boys	197	3,816	204	3,639	238	4,989	214	4,421	226	4,469	(a)201	(a)4,139
Elementary for Girls	13	123	3	58	4	70	5	92	4	78	5	95
Total Private Institutions	298	5,737	322	6,387	361	7,644	321	6,902	325	6,800	309	6,881
GRAND TOTAL	2,800	83,638	2,983	88,372	3,112	92,525	3,260	96,745	3,416	100,482	3,534	103,541

(a) Includes one high school with 98 pupils not recognised by the University. In General Table No. III this school has been classified under "Other schools not conforming to Departmental Standard."

GENERAL SUMMARY.

From this table it appears that the total number of institutions of all classes advanced by 734 or 26·2 per cent., and the number of scholars under instruction by 19,903 or 23·8 per cent. Excluding the private institutions, public institutions show a gain of 723 or 28 8 per cent. schools and 18,759 or 24 per cent. scholars.

In each of the four classes of public institutions, included in the above table, there was an increase both in the number of institutions and in the attendance, the rate of increase being greatest in the case of Primary Schools. Under the head of University Education there was a gain of one institution and 27 scholars; this is due to an unaided Arts College having been started at Sylhet in 1892-93. Under Secondary Schools, both for boys and girls, there was an increase of 25 schools and 1,270 scholars. Primary Schools for boys show an advance of 570 schools and 15,453 scholars, while the girls' Primary Schools show a gain of 111 schools and 1,901 pupils. Special Schools show an advance of 16 schools and 108 pupils. Under this head are shown training schools for teachers, technical schools, and some schools that do not come under the definition of any other classes.

Under the head Private Institutions are included all schools that have not adopted departmental standards and a few schools which, though teaching in accordance with standards prescribed or accepted by the Department, are not recognised as Primary, Secondary or Special Schools. Under the head of Institutions for advanced teaching, there was a gain of 15 schools and 849 pupils. Under the head Elementary Schools for boys there was an increase of 4 schools and 323 pupils. This included one high school with 98 pupils which has not been recognised by the University. The number of girls' schools show a loss of 8 schools and 28 pupils.

5. *Proportion of Scholars to population: Explanation of the maps.*—The following table shows the total number of scholars, male and female, in 1891-92 and 1896-97, and the proportion borne by that number to the total number of children of school-going age, the latter number being taken at 15 per cent. of the population. There are three colours in each of the maps, and the figures corresponding to each colour are given at the foot of each map :—

Proportion of Scholars to Population of School-going Age.

PROVINCE.	POPULATION.			SCHOLARS.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Males.	Females.	Total.	Males.	Females.	Total.			
				1891-92.					
Assam	2,798,908	2,636,335	5,435,243	78,379	5,259	83,638	18·7	1·3	10·3
				1896-97.					
Assam	2,798,908	2,636,335	5,435,243	95,148	8,393	103,541	22·7	2·1	12·7

6. *Comparison of educational statistics with the census tables.*—The following table shows the difference between the figures given in the census tables and the educational returns :—

	BOYS.			GIRLS.		
	Census tables.	Educational returns for 1896-97.	Difference.	Census tables.	Educational returns for 1896-97.	Difference.
Assam . .	11·70	22·54	+10·84	·86	2·12	+1 26

7. *Schools classified according to standard of instruction.*—The subjoined table gives the number of institutions and pupils classified according to standard of instruction :—

Schools classified according to standard of instruction.

Province.	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Private Institutions.		Total.	
	Institutions.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Institutions.	Pupils.
					1891-92.							
Assam . . .	...	...	112	10,353	2,365	66,913	25	635	298	5,737	2,800	83,638
					1896-97.							
Assam . . .	1	27	137	11,623	3,046	84,267	41	743	309	6,881	3,534	103,541

8. *Scholars classified according to stage of instruction.*—The subjoined table shows the percentage of pupils in the different stages of instruction :—

Province.	Percentage of Pupils in the					
	Collegiate stage.	High stage.	Middle stage.	Upper primary stage.	Lower primary stage (reading printed books).	Lower primary stage (not reading printed books).
			1891-92.			
Assam	...	1·3	2·8	4·5	76·4	15·0
			1896-97.			
Assam	·03	1·29	2·46	4·36	77·10	14·74

Out of 10,000 children of school-going age, 1,270 were under instruction; of these 84 were in Private Institutions and nine in Special Schools, while the remaining 1,177 were distributed among the different stages as shewn in the following table, which also gives the figures for boys and girls separately :—

	Boys.	Girls.	Total.
Collegiate	...	...	...
High	30	...	15
Middle	56	...	29
Upper Primary	98	2	51
Lower „ (A)	1,603	170	908
„ „ (B)	302	37	174
TOTAL . .	2,089	209	1,177

GENERAL SUMMARY.

9. *General estimate of progress, 1891-92 and 1896-97.*—The following table shows the number and percentage of boys and girls separately :—

Male Scholars.

STAGE OF INSTRUCTION.	Number.						Percentage.					
	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Collegiate . . .	...	18	25	19	22	27	...	·02	·03	·02	·03	·03
High	990	1,051	1,041	1,158	1,154	1,242	1·37	1·39	1·34	1·42	1·36	1·41
Middle . . .	2,170	2,062	2,108	2,206	2,595	2,348	3·01	2·73	2·71	2·70	3·05	2·71
Upper Primary . .	3,429	3,367	3,183	3,415	3,744	4,115	4·75	4·47	4·09	4·19	4·39	4·68
Lower Primary (A) .	54,832	55,646	59,626	63,001	66,979	67,246	75·98	73·88	76·61	77·19	78·69	76·72
Lower Primary (B) .	10,745	13,183	11,848	11,817	10,618	12,691	14·89	17·51	15·22	14·48	12·48	14·45
TOTAL .	72,166	75,327	77,831	81,616	85,112	87,669	100	100	100	100	100	100

Female Scholars.

Collegiate . . .	...	...	...	...	...	...	...	...	...	...	...	...
High	...	...	3	...	2	3	...	...	·05	...	·03	·04
Middle . . .	5	4	10	11	18	9	·10	·07	·15	·15	·23	·11
Upper Primary . .	30	20	51	52	74	71	·59	·33	·80	·69	·93	·86
Lower Primary (A) .	4,231	4,775	5,148	5,935	6,340	6,714	82·96	79·61	81·01	78·91	79·97	81·40
Lower Primary (B) .	834	1,199	1,143	1,525	1,494	1,451	16·35	19·99	17·99	20·24	18·84	17·59
TOTAL .	5,100	5,998	6,355	7,521	7,928	8,248	100	100	100	100	100	100

10. *Schools classified according to Management.*—The following table corresponds to that in paragraph 11, page 14, of the last Quinquennial Report :—

Schools classified according to Management.

PROVINCE.	Departmental Institutions. (a)		Institutions maintained by Local and Municipal Boards.		Aided Institutions.		Unaided Institutions.		Private Institutions.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
					1891-92.							
Assam . . .	72	4,106	1,268	33,751	972	33,392	190	6,652	298	5,737	2,800	83,638
					1896-97.							
Assam . . .	(a) 78	4,520	1,327	32,013	1,571	51,757	249	8,390	309	6,881	3,534	103,541

(a) Inclusive of institutions "maintained by Native States" and those "maintained by other departments of Government or in other ways."

11. *Race and creed of scholars.*—The next table gives a summary of columns 27 to 31 of General Table III showing the classification of scholars according to race or creed :—

Race or Creed of Scholars.

PROVINCE.	In Public Institutions.						In Private Institutions.					
	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Total.
					1891-92.							
Assam . . .	26	2,319	54,208	12,800	8,048	77,901	...	...	1,787	3,927	23	5,737
					1896-97.							
Assam . . .	24	3,773	65,380	17,211	10,272	96,660	...	2	2,187	4,591	101	6,881

The most noticeable feature in the table is the large increase in the number of Hindus.

The next table corresponds to that at page 18 of the last Quinquennial Review :—

RACE OR CREED.	Percentage of Scholars to Children of School-going age in 1896-97.		
	In Public Institutions.	In Private Institutions.	TOTAL.
Hindus	14·6	·5	15·1
Muhammadans	7·7	2·1	9·8
Native Christians	149·3	·1	149·4
Europeans and Eurasians	3·9	...	3·9
Others	7·8	·1	7·9

12. *Distribution of Scholars of each race or creed among Stages of instruction.*—The next table which is interesting gives the distribution of scholars of each race or creed among the different stages of instruction :—

Scholars in Public Institutions.

RACE OR CREED.	Percentage to the total population.	Percentage to the total number of Scholars in						
		Arts Colleges.	Secondary Schools for Boys, English.	Secondary Schools for Boys, Vernacular.	Primary Schools for Boys.	Special Schools.	Secondary Schools for Girls, Vernacular.	Primary Schools for Girls.
Europeans and Eurasians	·08	...	·1	...	...	2·4	...	·02
Native Christians	·23	...	3·0	·4	3·6	17·1	...	12·22
Hindus	54·72	96·3	76·9	76·5	66·7	39·8	93·4	63·15
Muhammadans	27·09	3·7	15·1	18·5	18·0	32·0	3·9	16·72
Others	17·88	...	4·9	4·6	11·7	8·7	2·7	7·89

13. *Languages learnt by scholars.*—The following table shows the languages learnt by the scholars :—

Languages learnt by Scholars, 1896-97.

PROVINCE.	In Public Institutions.						In Private Institutions.		
	English.	Per cent.	Classical language.	Per cent	Vernacular.	Per cent.	English.	Classical language.	Vernacular.
Assam	7,626	7·9	3,601	3·7	94,143	97·4	341	6,426	406

GENERAL SUMMARY.

14. *General statistics of expenditure.*—The subjoined table gives a summary of the statistics in General Table IV regarding the expenditure from public and private sources, both direct and indirect, on institutions of all classes:—

Expenditure on Education.

HEAD OF CHARGES.	1891-92.						1896-97.					
	Provincial Revenues.	Local Funds	Municipal Funds.	Fees.	Other Sources.	Total.	Provincial Revenues.	Local Funds	Municipal Funds.	Fees.	Other Sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
Collegiate . . .	...	...	...	...	...	...	...	...	...	666	3,434	4,100
Secondary . . .	36,487	24,777	1,119	74,953	23,186	1,60,522	41,224	28,203	840	93,007	31,968	1,95,242
Primary . . .	11,372	1,18,060	2,974	26,846	31,672	1,90,924	11,895	1,55,004	4,401	30,083	60,834	2,62,217
Special . . .	14,231	4,849	400	6,684	6,385	32,549	15,331	6,352	510	6,728	7,130	36,051
Universities . .	...	...	...	1,473	...	1,473	...	...	...	...	...	...
Direction and Inspection.	57,702	...	...	1,189	...	58,891	65,680	1,557	...	...	...	67,237
Scholarships . .	29,626	9,834	...	...	981	40,461	38,810	11,809	...	...	3,910	54,529
Buildings and Furniture.	11,249	1,036	134	361	9,850	22,630	2,131	1,809	662	30	12,796	17,428
Miscellaneous . .	7,027	2,755	46	...	663	10,491	7,124	4,433	209	20	2,271	14,057
TOTAL .	1,67,694	1,61,311	4,673	1,11,506	72,737	5,17,921	1,82,195	2,09,167	6,622	1,30,534	1,22,343	6,50,861

It appears from the above table that in five years the total expenditure from all sources on education increased by Rs. 1,32,940 or by 25·6 per cent. The expenditure from public sources, including Municipal Funds, increased by Rs. 64,308 or 19·2 per cent., while the expenditure from private sources increased by Rs. 68,634 or 37·2 per cent. The expenditure from Provincial Revenues increased by Rs. 14,501 or 8·6 per cent., that from Local Funds by Rs. 47,856 or 29·6 per cent., and from Municipal by Rs. 1,949 or 41·7 per cent.

The expenditure from other sources, which is contributed by the various Missionary Societies and Managers of aided schools, increased under every head.

The total expenditure on education in Assam per annum was about 6½ lakhs of rupees, all of which was spent on Primary and Secondary education. The total expenditure on education in 1891-92 in all India was, roughly, 305 lakhs, and taking the population to be 240 millions, this is roughly five lakhs on every four millions of the population, whereas in Assam we gave 6½ lakhs spent on what may be taken to be 5 millions of people, so that Assam, as far as expenditure on education is concerned, compares favourably with the rest of India taken all together.

15. *Provincial expenditure, 1891-92 and 1896-97.*—In the table below the total expenditure of the province is distributed under the same heads as in the last paragraph.

PROVINCE.	1891-92.						1896-97.					
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other Sources.	TOTAL.	Provincial Funds.	Local Funds.	Municipal Funds.	Fees.	Other Sources.	TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam . .	1,67,694	1,61,311	4,673	1,11,506	72,737	5,17,921	1,82,195	2,09,167	6,622	1,30,534	1,22,343	6,50,861

The fees increased by Rs. 19,028 or 17 per cent.

The following table shows the direct expenditure from public sources for the two years 1891-92 and 1896-97 :—

District Expenditure from Public Sources.

PROVINCE.	1891-92.			1896-97.		
	In schools under public management.	In aided schools.	Total.	In schools under public management.	In aided schools.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	1,36,286	77,768	2,14,054	1,37,543	1,25,857	2,63,400

The subjoined table shows the average expenditure from public and private sources per head of the population for the years 1896-97 and 1891-92 :—

Province.	1896-97. Public Funds.	1896-97. Private Funds.	Total.
	A. P.	A. P.	A. P.
Assam	1 2	0 9	1 11
	1891-92.		
Assam	0 11½	0 6½	1 6

16. *Proportionate expenditure from public and private funds.*—The following table shows the percentage of public and private expenditure to total expenditure :—

Proportionate expenditure on different classes of education from public and from private funds.

Province.	1891-92. Collegiate education. From Public funds.	1891-92. Collegiate education. From Private funds.	1891-92. Secondary education. From Public funds.	1891-92. Secondary education. From Private funds.	1891-92. Primary education. From Public funds.	1891-92. Primary education. From Private funds.	1891-92. Special education. From Public funds.	1891-92. Special education. From Private funds.	1891-92. Indirect expenditure on education. From Public funds.	1891-92. Indirect expenditure on education. From Private funds.	1891-92. Total. From Public funds.	1891-92. Total. From Private funds.	1896-97. Collegiate education. From Public unds.	1896-97. Collegiate education. From Private funds.	1896-97. Secondary education. From Public funds.	1896-97. Secondary education. From Private funds.	1896-97. Primary education. From Public funds.	1896-97. Primary education. From Private funds.	1896-97. Special education. From Public funds.	1896-97. Special education. From Private funds.	1896-97. Indirect expenditure on education. From Public funds.	1896-97. Indirect expenditure on education. From Private funds.	1896-97. Total. From Public funds.	1896-97. Total. From Private funds.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	...	...	38·9	61·1	69·4	30·6	59·8	40 2	89·2	10·8	64·4	35·6	...	100	36	64	65·3	34·7	61·6	38·4	87·6	12·4	61·2	38·8

Contributions from private funds increased under the heads Secondary and Primary education, but decreased under the head Special education. It, however, shows an increase under the head Indirect expenditure and also in total expenditure.

17. *Expenditure on Scholarships.*—The subjoined table shows for Assam the total expenditure on scholarships classified according to the grade of institutions in which they are held and also the expenditure from public and private funds :—

Province.	1891-92. Scholarships held in: Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools other than Training Schools.	Total expenditure, From public sources.	From private sources.	Percentage of total expenditure on education.	1896-97. Scholarships held in: Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools other than Training Schools.	Total expenditure. From public sources.	From private sources.	Percentage of total expenditure on education.
Assam . .	16,104	2,904	19,785	1,648	...	39,460	981	7·81	20,874	1,360	24,008	4,021	4,266	50,619	3,910	8·38

The above table includes the expenditure on scholarships paid in Bengal under the contract for Assam scholars reading in colleges and schools in that province. The percentage of expenditure on scholarships to total expenditure on education increased from 7·81 to 8·38.

GENERAL SUMMARY.

18. *Average cost of the education of each pupil.*—The next table corresponds to that on page 34 of the Quinquennial Review.

Average cost of educating each pupil.

Class of Institutions.	1891-92.				1896-97.			
	Provincial Revenues.	Local and Municipal Funds.	Private sources.	Total.	Provincial Revenues.	Local and Municipal Funds.	Private sources	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges . . .	...	...	...	...	...	...	164	164
Secondary Schools . . .	3·7	2·6	9·9	16·2	3·8	2·7	11·6	18·1
Primary Schools	·1	·1	·9	1·1	·1	1·7	1·0	2·8
Training Schools . . .	32·1	12·6	10·5	55·2	35·1	15·0	9·3	59·4
Special Schools	8	1·8	36·6	46·4	5 7	3·4	32·4	41 5

The table giving the average cost of educating each pupil is instructive in showing how expensive both Training and Technical schools are relatively to other schools. Special education such as is given in a Technical school offers great difficulties, as the pupils must be paid to come to school.

CHAPTER III.

CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

19. *Strength of the Inspecting Staff.*—The following table shows the number of inspecting officers of all grades in 1891-92 and 1896-97 :—

PROVINCE.	Inspectors or Directors.		Assistant Inspectors.		Deputy Inspectors or Sub-Assistant Inspectors.		Sub-Inspectors or Assistant Deputy Inspectors.		Inspecting Pundits or Inspecting Schoolmasters (including Chief Gurus).		Superintendents of Hill Schools and other Primary Schools.		Inspectresses.	
	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.
Assam	1	1	...	...	4	4	24	24	1	15	6	7	...	...

The only point of note as far as the strength of the Inspecting Staff is concerned is that in 1896-97 fourteen Inspecting Pundits corresponding to those in Bengal were appointed during the year for inspecting Primary Schools. They are under the orders of the Sub-Inspectors and are paid by the Local Boards, their salary being Rs. 15 to Rs. 20 per mensem with an allowance of six annas per diem for travelling expenses; besides Inspecting Pundits the number of Inspecting Officers was the same as in 1891-92, *viz.*, 4 Deputy Inspectors and 24 Sub-Inspectors. Each Deputy Inspector has charge of two districts. A Sub-Inspector was posted to each Sub-Division except to Gauhati and Nowgong, where there were two Sub-Inspectors for each Sub-Division.

20. *Cost of Direction and Inspection.*—The next table gives all figures relative to expenditure such as is required in this chapter. CONTROLLING AGENCIES.

Cost of Direction and Inspection.

PROVINCE.	1891-92.									1896-97.								
	Provincial Revenues.		District (Local) Funds.		Municipal Funds.		Total expenditure from Public Funds.		Percentage of Column 7 to Column 8.	Provincial Revenues.		District (Local) Funds.		Municipal Funds.		Total expenditure from Public Funds.		Percentage of Column 7 to Column 8.
	Rs.	Percentage to total Provincial Expenditure.	Rs.	Percentage to total District Fund Expenditure.	Rs.	Percentage to total Municipal Fund Expenditure.	On Direction and Inspection, *i.e.*, sum of (1), (3) and (5).	On Public Instruction.		Rs.	Percentage to total Provincial Expenditure.	Rs.	Percentage to total District Fund Expenditure.	Rs.	Percentage to total Municipal Fund Expenditure.	On Direction and Inspection, *i.e.*, the sum of (1), (3), and (5).	On Public Instruction.	
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Assam	57,702	34·40	...	...	...	...	57,702	3,33,678	17·3	65,680	36·05	1,557	·75	...	...	67,237	3,97,984	16·9

21. *Duties of Inspecting Officers.*—In Assam there is a Manual of Rules and Orders of the Education Department, which was compiled for the guidance of Deputy and Sub-Inspectors, but the rules do not differ very much in principle from the corresponding rules which obtain in Bengal.

22. *Other Controlling Agencies.*—It ought to be noted that in Assam any executive officer may inspect, or rather is expected to inspect, all schools in his district. In particular Deputy Commissioners, Assistant Commissioners and Sub-Divisional Officers, Chairmen of Local Boards, Members of such Boards and others are expected to inspect schools wherever they exert their influence. In this connection I may quote from the Resolution on the Report for 1894-95: "The Chief Commissioner must again insist on Deputy Commissioners and Sub-Divisional Officers taking a proper share in the work of inspecting schools." In short, the inspection of schools is considered a legitimate part of the administrative work of all Executive officers. In Assam the educational functions delegated to Local Boards include the administration of grants-in-aid and special grants to Middle and Primary Schools under private management, and the management of Government Lower Primary Schools, which they are authorised to open when funds are available and the school supplies a recognised want, and the award of lower primary scholarships. The Deputy Inspectors are held responsible for seeing that the Boards do not grant money for educational purposes otherwise than in accordance with the grant-in-aid rules, and that these rules are observed by the Boards in their relations with aided schools. The Boards are not authorised to open either Upper Primary or Secondary Schools under their own management, and, except in backward places, with the sanction of Government, their lower primary schools are all examined for rewards in the same way as aided schools. All High Schools under private management and Primary Schools under mission management are aided from Provincial Revenues.

CHAPTER IV.

COLLEGIATE EDUCATION.

23. *Arts Colleges, English.*—There was no first grade college in the province of Assam, and there was only one second grade college. It was in the town of Sylhet and was a private unaided college founded by Rai Giris Chandra Ray Bahadur, a Zamindar in Sylhet. It was formally opened on the 27th June 1892 under the name of the COLLEGIATE EDUCATION.

COLLEGIATE EDUCATION.

Murari Chand College. The accompanying table gives its statistics corresponding to the table on page 59 of the last Quinquennial Review.

Arts Colleges, English.

PROVINCE.	1891-92.								1896-97.							
	Under Public Management.		Under Private Management, Aided.		Under Private Management, Unaided.		TOTAL.		Under Public Management.		Under Private Management, Aided.		Under Private Management, Unaided.		TOTAL.	
	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.
Assam	No College								...	...	...	...	1	27	1	27

Its teaching staff is composed of a Principal and three Professors, all Hindu graduates of the Calcutta University; the Principal and two of the Professors have obtained the M.A. degree. The following tables give the statistics of this college corresponding to the tables on pages 61 and 63 of Mr. Nash's Review :—

PROVINCE.	Number of Students in Arts Colleges on the 31st March.						Increase per cent.	Number of boys of school-going age, among whom one was reading in an Arts College in	
	1892.	1893.	1894.	1895.	1896.	1897.		1892.	1897.
Assam . .	No College	18	25	19	22	27	...	No College.	15,538

Classification of Arts Colleges according to Management and Grade.

MANAGEMENT.	1891-92.		1896-97.		TOTAL.
	First Grade.	Second Grade.	First Grade.	Second Grade.	
Unaided	No College		...	1	
TOTAL .			...	1	

It being a private unaided institution all its expenditure is met by receipts from fees and the liberality of its founder. The accompanying table gives all its statistics in this respect and corresponds to the table on page 64 of the last Quinquennial Review :—

Expenditure on Arts Colleges, English.

PROVINCE.	1891-92.							1896-97.						
	From Provincial Revenues.			From District and Municipal Funds.	From Fees.	From other Sources.	Total.	From Provincial Revenues.			From District and Municipal Funds.	From Fees.	From other Sources.	Total.
	In Colleges under Public Management.	In Aided Colleges.	Total.					In Colleges under Public Management.	In Aided Colleges.	Total.				
Assam . .	No College							...	...	...	...	Rs. 666	Rs. 3,434	Rs. 4,100

I ought to mention that in addition to Rs. 4,100 there is an indirect expenditure owing to maintenance of the college buildings, furniture, etc., the amount of which in the year 1896-97 amounted to Rs. 122. The accompanying tables give all its statistics relative to fees, and these tables correspond to the tables on pages 65, 67 and 69 of Mr. Nash's report, to which it may be added that its "Expenditure from other sources" was 83·7 per cent. of the total expenditure. It should be added that the Professors are occasionally employed in lecturing in the collegiate school under the same management as the college.

Average cost of educating each Pupil.

	1891-92.	1896-97.
		Rs.
Unaided	No College.	164

Fees in Arts Colleges.

Province.	1891-92.			1896-97.		
	Colleges under Public Management.	Aided Colleges.	Unaided Colleges.	Colleges under Public Management.	Aided Colleges.	Unaided Colleges.
Assam	No College		...	...	...	24·6

Proportion of Fee-receipts to total Expenditure.

Province.	1891-92.			1896-97.		
	Government Colleges.	Aided Colleges.	Unaided Colleges, including Native States Colleges.	Government Colleges.	Aided Colleges.	Unaided Colleges, including Native States Colleges.
Assam	...	No College	...	...	...	16·2

Finally the following tables give the statistics corresponding to the tables on pages 71 and 75 of Mr. Nash's last five-yearly report.

Examinations intermediate between Matriculation and the Final Examinations for the Degrees of B. A. and B. Sc.

(Number of passes.)

Province.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Assam	No College	4	(a) 4	7	3	6

(a) Includes two private Students who passed.

COLLEGIATE EDUCATION.

Examinations intermediate between Matriculation and the Final Examinations for the Degrees of B. A. and B. Sc.

PROVINCE.	1891-92.					1896-97.				
	Institutions under Public Management.	Aided Institutions.	Unaided Institutions.	Private Students.	TOTAL.	Institutions under Public Management.	Aided Institutions.	Unaided Institutions.	Private Students.	TOTAL.
Assam . . .	...	No College		...	...	...	...	6	...	6

It should be noticed that the Assam Administration affords considerable help to Assamese youths of intelligence who wish to obtain the benefits of higher education, although it does not at present provide a first grade or a professional college within the province.

There are thirty-six junior scholarships available every year and they are awarded on the result of the Entrance Examination. There are also 36 senior scholarships awarded every year, if sufficient merit be shown, to youths from this Province on the result of their first Arts Examination.

CHAPTER V.

SECONDARY EDUCATION.

SECONDARY EDUCATION.

24. *Different classes of Secondary Schools.*—In Assam schools are classified on the same principles as in Bengal. The following tables show the total number of high and middle schools for boys, and the number of scholars in them on the 31st March 1892 and 1897, and the statistics for the two classes of schools taken separately :—

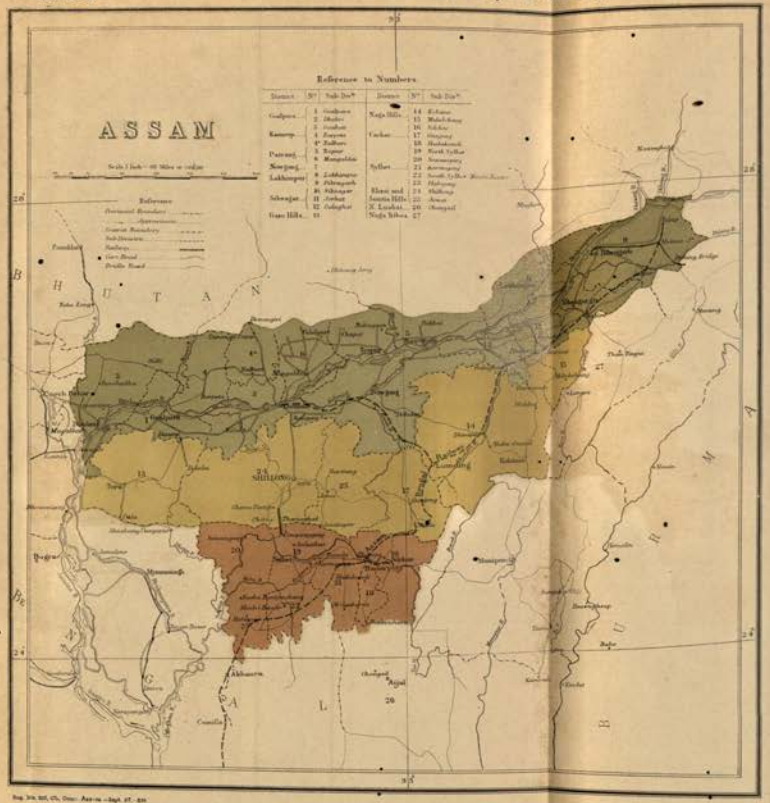
Secondary Schools for Boys, English.

PROVINCE.	1891-92.												1896-97.									
	Managed by Government.		Managed by Municipal and Local Fund Boards.		Maintained by Native States.		Aided Institutions.		Unaided Institutions.		Total.		Managed by Government.		Managed by Municipal and Local Fund Boards.		Maintained by Native States.		Aided Institutions.		Unaided Institutions.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Assam . . .	13	2,201	...	...	...	...	36	3,444	18	1,806	67	7,451	13	2,271	...	..	...	...	56	4,359	18	1,932	87	8,562

Secondary Schools, Boys, English (High Schools).

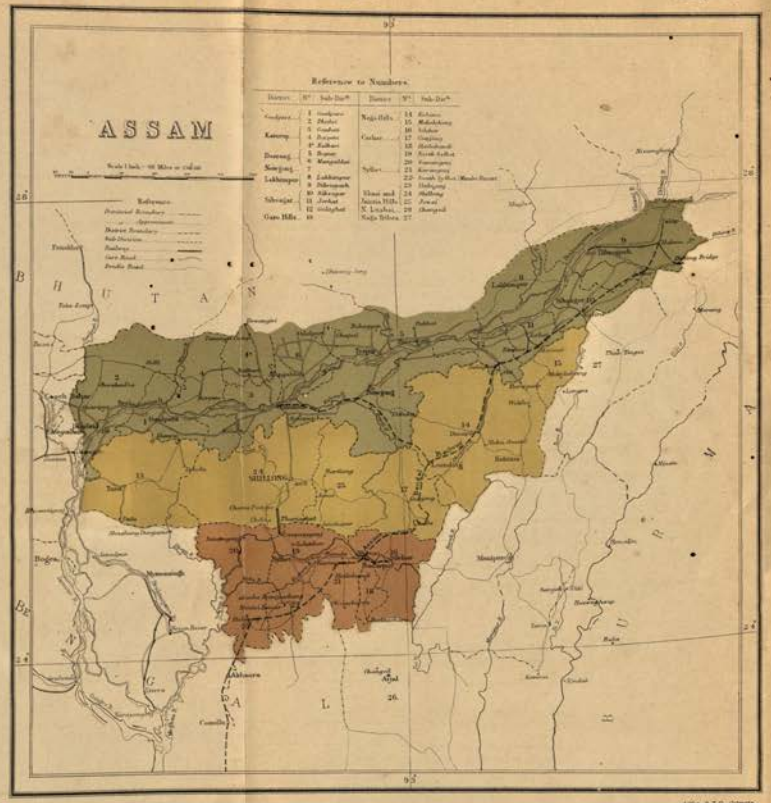
PROVINCE.	1891-92.												1896-97.									
	Managed by the Department.		Managed by Local or Municipal Boards.		Maintained by Native States.		Aided Schools.		Unaided Schools.		Total.		Managed by Government.		Managed by Local or Municipal Boards.		Maintained by Native States.		Aided Schools.		Unaided Schools.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Assam . .	11	2,017	...	...	...	...	4	769	3	636	18	3,452	10	2,030	...	...	...	...	5	847	6	1,054	21	3,931

1891-92. . ASSAM, SHOWING THE PERCENTAGE OF BOYS IN THE SECONDARY STAGE OF INSTRUCTION. 1896-97.



REFERENCES.

Brahmaputra Valley	74
Hill Districts	40
Surma Valley	81



REFERENCES.

Brahmaputra Valley	89
Hill Districts	56
Surma Valley	94

Secondary Schools, Boys, English (Middle Schools).

PROVINCE.	1891-92.												1896-97.									
	Managed by the Department.		Managed by Local or Municipal Boards.		Maintained by Native States.		Aided Schools.		Unaided School.		Total.		Managed by the Department.		Managed by Local or Municipal Boards.		Maintained by Native States.		Aided Schools.		Unaided Schools.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Assam . . .	2	154	...	...	...	...	32	2,675	15	1,170	49	3,999	3	241	...	...	...	...	51	3,512	12	878	66	4,631

25. *Secondary Schools for Boys, English.*—The table showing the statistics of secondary schools for boys indicates slow but satisfactory progress notably in connexion with aided institutions, the number of which has risen from 36 to 56, and the corresponding students have increased from 3,444 to 4,359. The table shewing the high schools for boys tells us there were 11 schools managed by the department in 1891-92, whereas there are only 10 at present. This is owing to Barpeta high school having become an aided institution in 1895-96. In the table which gives the middle schools for boys, the increase in unaided schools and the corresponding pupils is noteworthy, the schools having increased from 32 to 51 and the pupils from 2,675 to 3,512.

26. *Attendance in English Secondary Schools for Boys.*—The average number of scholars in a secondary school in 1896-97 was 98 against 111 in 1891-92. This shows that more attention is paid to each scholar, the number of schools having relatively to the corresponding pupils increased. For high schools alone, the average was 187 and for middle schools 70 in 1896-97. The following table shews the average for each class of school:—

Average number of scholars in Secondary English Schools in 1896-97.

Class of School.	High Schools.	Middle Schools.
Departmental	203	80
Aided	169	69
Unaided	175	73

and the following table shows the percentage of scholars in daily attendance in 1891-92 and 1896-97:—

Class of School.	1891-92.	1896-97.
Departmental	80	81
Aided	76	78
Unaided	74	76

The figures shew that the daily attendance of a student taken at random in a Departmental School is higher than at any other kind of school.

27. *Secondary Schools for Boys, Vernacular.*—The accompanying table shows the statistics of the Secondary Schools for Boys, Vernacular; and the figures are pretty much the same at the beginning and at the end of the five-year period:—

Secondary Schools for Boys, Vernacular.

PROVINCE.	Secondary Schools for Boys, Vernacular, 1891-92.												Secondary Schools for Boys, Vernacular, 1896-97.											
	Managed by Government.		Managed by Local or Municipal Boards.		Maintained by Native States.		Aided schools.		Unaided schools.		Total.		Managed by Government.		Managed by Local or Municipal Boards.		Maintained by Native States.		Aided schools.		Unaided schools.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Assam .	14	1,121	...	...	...	...	27	1,639	2	94	43	2,854	14	1,053	4	153	...	...	29	1,736	1	43	48	2,985

SECONDARY EDUCATION.

28. *Stages of Instruction in Secondary Schools.*—The following table gives the stages of instruction in secondary schools for boys in Assam, English :—

Stages of Instruction in Secondary Schools for Boys in Assam.

	1891-92.		1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
						ENGLISH.						
High	989	13·3	1,050	14·2	1,033	13·9	1,153	14·7	1,144	14·2	1,231	14·4
Middle	1,575	21·2	1,537	20·8	1,519	20·4	1,645	20·9	1,866	23·2	1,760	20·6
Upper Primary	1,630	21·8	1,639	22·1	1,627	21·9	1,734	22·1	1,812	22·5	2,037	23·8
Lower Primary — Reading printed books.	3,233	43·4	3,122	42·2	3,241	43·5	3,263	41·6	3,174	39·3	3,445	40·2
Lower Primary — Not reading printed books.	24	·3	51	·7	26	·3	58	·7	67	·8	89	1·6
TOTAL	7,451		7,399		7,446		7,853		3,063		8,562	
						VERNACULAR.						
High	1	·03	1	·03	8	·3	5	·2	10	·3	11	·4
Middle	588	20·6	549	18·3	589	20·0	557	18·9	715	24·0	570	19·1
Upper Primary	641	22·5	743	24·8	710	24·1	697	23·7	646	21·7	740	24·8
Lower Primary — Reading printed books.	1,418	49·7	1,485	49·5	1,442	48·9	1,498	50·8	1,410	47·3	1,457	48·8
Lower Primary — Not reading printed books.	206	7·2	222	7·4	198	6·7	189	6·4	199	6·7	207	6·9
TOTAL	2,854		3,000		2,947		2,946		2,980		2,985	

The total number of pupils has fairly well increased along the line, whereas the number appears almost unaltered in the following table :—

Stages of Instruction in Secondary Schools for Boys.

PROVINCE.	1891-92.						1896-97.					
	H.	M.	U. P.	L. P. (a).	L. P. (b).	Total.	H.	M.	U. P.	L. P. (a).	L. P. (b).	Total.
					ENGLISH.							
Assam	989	1,575	1,630	3,233	24	7,451	1,231	1,760	2,037	3,445	89	8,562
					VERNACULAR.							
Assam	1	588	641	1,418	206	2,854	11	570	740	1,457	207	2,985

The next table gives the stages of instruction in secondary schools for boys in Assam, the medium of instruction being English; and the next table gives the corresponding statistics, the medium of instruction being Vernacular, which is Assamese or Bengali; the number 11 in this table signifies that eleven youths having passed the Middle Vernacular Examination are still reading for a Middle Vernacular Scholarship. They read in the Kamrup and Nowgong Districts.

Taking English and Vernacular schools together, the number and percentage in each stage are given in the accompanying table :—

	1891-92.		1896-97.	
High	990	9·6	1,242	10·8
Middle	2,163	20·9	2,330	20·2
Upper Primary	2,271	22·1	2,777	24·0
Lower Primary	4,881	47·4	5,198	45·0

from which it will be seen that the number of pupils enjoying education according to the Lower Primary Standard is about 45 per cent. of the total number of scholars.

29. *Explanation of the Maps.*—The following table gives statistics corresponding to those on page 99 of Mr. Nash's Review :—

PROVINCE.	1891-92.		1896-97.	
	Boys in high and middle stages.	Percentage of Column (1) to the male population of school-going age.	Boys in high and middle stages.	Percentage of Column (3) to the male population of school-going age.
	1	2	3	4
Assam	3,160	·75	3,571	·85

30. *The teaching of English in Secondary Schools.*—The next table supplies details corresponding to those on page 100 of the last five-year Review :—

PROVINCE.	1891-92.			1896-97.		
	Total number of scholars in Secondary Schools, English.	Number of scholars learning English.	Percentage.	Total number of scholars in Secondary Schools, English.	Number of scholars learning English.	Percentage.
Assam . . .	7,451	5,581	74·9	8,562	6,700	78·2

31. *Results of Examination in Secondary Schools, High Schools.*—The following table gives all particulars with respect to the Entrance Examination of the Calcutta University :—

Matriculation Examination.

PROVINCE.	1891-92.								1896-97							
	Schools under public management.		Aided Schools.		Unaided Schools, including private Students.		Total.		Schools under public management.		Aided Schools.		Unaided Schools, including private Students.		Total.	
	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Assam . . .	10	65	4	10	3	14	17	89	(a) 10	77	5	26	6	14	21	(b) 117

(a) Does not include 1 training school which competed.
(b) „ „ 1 candidate who passed from training school.

The table gives information which is wholly satisfactory. In this connexion I may insert the following extract from the *Assam Gazette* :—

"In recognition of the Sixtieth Anniversary of the reign of Her Most Gracious Majesty the Queen-Empress, the Chief Commissioner is pleased to sanction the following additional Junior Scholarships, which are awarded, in order of merit, to candidates who have passed the University Entrance Examination of 1897, from Assam."

There were in all sixteen additional scholars who will be hereafter known as Jubilee Scholars.

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32. *Middle School Examination.*—The next two tables give the figures for the Middle School Examination (Boys) corresponding to the tables on page 107 of Mr. Nash's Review:—

Middle School Examination (Boys).

PROVINCE.	Schools under public management.		Aided Schools.		Unaided Schools, including private Students.		Total.	
	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.
			1891-92.					
Assam . . .	15	51	48	147	9	16	72	214
			1896-97.					
Assam . . .	16	54	67	221	4	24	87	299

The Unaided Schools have decreased, whereas there is a considerable increase in the number of the Aided Schools.

33. *Expenditure in Secondary Schools for Boys, English.*—The following table is of interest from a monetary point of view:—

Expenditure in Secondary Schools for Boys, English, 1891-92 and 1896-97.

	1891-92.						1896-97.					
	From Provincial Revenues.		From Local and Municipal Funds.	From fees.	From other sources.	Total.	From Provincial Revenues.		From Local and Municipal Funds.	From fees.	From other sources.	Total.
	In schools under public management.	In aided schools.					In schools under public management.	In aided schools.				
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam . .	28,024	...	18,800	66,095	18,592	1,31,511	25,750	6,265	20,184	84,727	26,571	163,497

It gives statistics relative to expenditure in Secondary Schools for Boys, English, in 1891-92 and 1896-97. During the five-year period the total cost of maintaining these schools increased by Rs. 31,986 or 24 per cent.; the number of schools and pupils increased by 29 and 15 per cent. respectively. The total cost to Provincial Revenues increased from Rs. 28,024 in 1891-92 to Rs. 32,015 in 1896-97. The increase was due to the grants to the three aided High Schools in Sylhet being placed under Provincial Revenues in 1893-94, together with a Provincial grant having been sanctioned for a school in Sylhet in the year 1894-95.

Taking Local and Municipal Funds together, there was an increase of only Rs. 1,384 or 7 per cent., whereas under the head of fees there was an increase of Rs. 18,632 or 26 per cent. This last paragraph is in itself satisfactory evidence of the progressive growth of the interest taken by the people of the Province in education.

The next table corresponds to the tabulated statement on page 110 of Mr. Nash's Review.

The percentage of the total cost met from private sources is shown in the following table:—

PROVINCE.	1891-92.	1896-97.
Assam	64	68

34. *Expenditure in Secondary Schools for Boys, Vernacular.*—The next table gives the expenditure in Secondary Schools for Boys, Vernacular, in 1891-92 and 1896-97 :— SECONDARY EDUCATION.

Expenditure in Secondary Schools for Boys, Vernacular, 1891-92 and 1896-97.

PROVINCE.	1891-92.						1896-97.					
	From Provincial Revenues.		From Local and Municipal Funds.	From fees.	From other sources.	Total.	From Provincial Revenues.		From Local and Municipal Funds.	From fees.	From other sources.	Total.
	In schools under public management.	In aided schools.					In schools under public management.	In aided schools.				
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam . . .	8,463	...	6,314	8,858	4,483	28,118	8,969	240	8,019	8,280	5,167	30,675

the only noticeable feature being the decrease in the total amount received from Fees due to the falling-off in the roll number in the Government Middle Vernacular Schools, which was caused by the people sending their boys to English and to Lower Primary Schools within their reach. The increase from Rs. 8,463 to Rs. 9,209 under Provincial Revenues was due to the establishment of a Middle Vernacular School in the Garo Hills. The total expenditure from Local and Municipal Funds taken together increased by Rs. 1,705, or 27 per cent.

The next figures correspond to the table on page 113 of the last Quinquennial Review :—

PROVINCE.	1891-92.	1896-97.
Assam	47	43

35. *Secondary Education in Assam.*—Secondary Education in Assam is mainly a preparation for the Matriculation Examination of the Calcutta University and therefore—

1. English,
2. Mathematics,
3. History and Geography,
4. A Second Language,

are compulsory subjects, whereas drawing is an optional subject in High Schools, and—

1. Elementary Physics,
2. Sanitary Science,
3. Mensuration and Surveying,

are taught as optional subjects in Middle Schools.

36. *Qualifications of Teachers.*—There is a special examination called the "Teachers' Certificate Examination." No teacher in Government and Aided Schools is confirmed in his appointment without passing this examination. There are two standards of the examination, called the "Higher" and "Lower" Standards. The syllabus of examination and all particulars relative thereto are given at length in pages 5 and 6 of the Assam Education Manual. I need not add that I always attend to the University distinctions of applicants for teacherships.

37. *Fees in Secondary Schools.*—Fees in Aided High Schools are fixed in consultation with the Director of Public Instruction, and sanctioned by the Chief Commissioner; those in Aided Middle and Upper Primary Schools are settled in consultation with the Deputy Inspectors of Schools, and sanctioned by Chairman of Local Boards.

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38. *Average incidence of Fees.*—The following table gives the statistics for Assam, corresponding to those on page 130 of Mr. Nash's Report :—

PROVINCE.	1891-92.			1896-97.		
	High Schools.	Middle English Schools.	Middle Vernacular Schools.	High Schools.	Middle English Schools.	Middle Vernacular Schools.
Assam . .	14·3	4·6	3·3	17·7	4·4	3·0
Management—						
Government .	16·3	5·4	4·2	20·1	5·0	3·9
Board . .	...	...	...	...	...	·6
Aided . .	11·6	4·5	2·7	16·9	4·9	2·7
Unaided . .	10·7	4·6	1·0	13·6	2·1	1·2

39. *Scholarships in Secondary Schools.*—Lower Primary, Upper Primary, and Middle Scholarships are held by pupils reading in Secondary Schools in this Province. All information concerning these subjects can be obtained at length by consulting pages 42—48 of the Assam Education Manual.

40. *The further extension of Secondary education and the withdrawal of Government in favour of private managers.*—During the five years no occasion arose for the Department to withdraw from the direct management of secondary schools. There were four Competition High Schools started, *viz.*, one at Sylhet, one at Gauhati, one at Jorhat and one at Sibsagar. No High School has been transferred from public to private management. The Government Middle Vernacular Schools called "Model Schools" were at work in backward tracts where the people cannot afford to pay for education under the grants-in-aid system.

CHAPTER VI.

PRIMARY EDUCATION.

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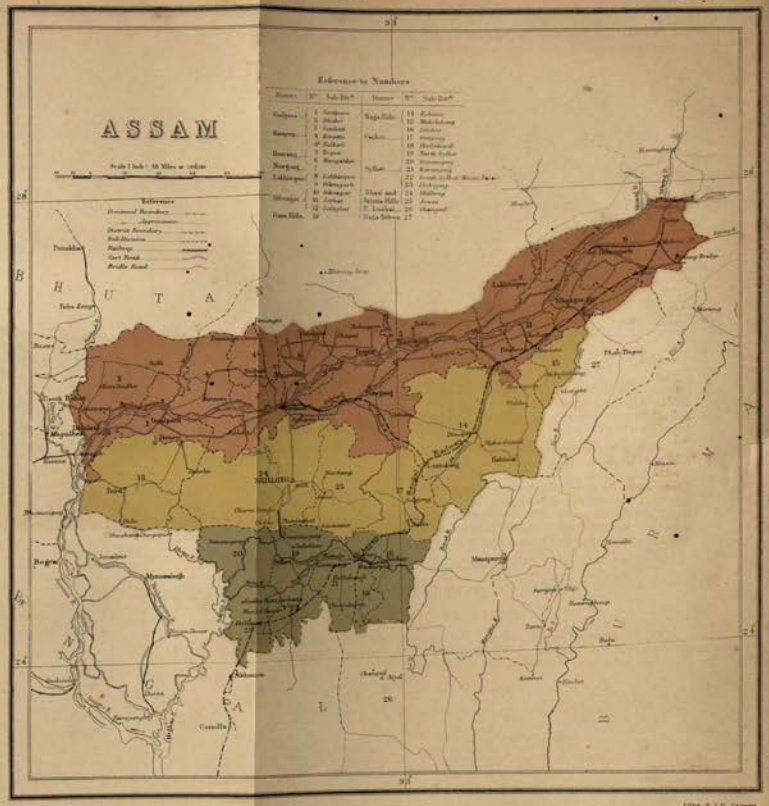
41. *Explanation of the maps.*—The figures upon which the map is based are given below. The number of scholars includes all boys in the primary stages of Secondary Schools as well as scholars in Primary Schools ;—

PROVINCE.	1891-92.		1896-97.	
	Boys in Upper and Lower Primary Stages.	Percentage of column (1) to the total male population of school-going age. (Census 1891.)	Boys in Upper and Lower Primary Stages.	Percentage of column (3) to the male population of school-going age. (Census 1891.)
	1	2	3	4
Assam . .	69,006	16·48	84,052	20·03

1891-92. ASSAM, SHOWING THE PERCENTAGE OF BOYS IN THE PRIMARY STAGE OF INSTRUCTION. 1896-97.



REFERENCES.

Brahmaputra Valley	18·63
Hill Districts	10·21
Surma Valley	16·27

REFERENCES.

Brahmaputra Valley	20·34
Hill Districts	14·46
Surma Valley	20·94

42. *Primary Schools for Boys.*—The table given below shows the number of Primary Schools in the Province of Assam at the beginning and end of the period under review and the number of scholars attending them :— PRIMARY EDUCATION.

Primary Schools for Boys.

PROVINCE.	1891-92.												1896-97.											
	Managed by Government.		Managed by Local and Municipal Boards.		Maintained by Native States.		Aided.		Unaided.		Total.		Managed by Government.		Managed by Local and Municipal Board.		Maintained by Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Assam .	35	614	1,155	32,057	...	...	889	27,680	138	4,151	2,217	64,502	17	342	1,125	28,901	8	554	1,445	447	192	5,782	2,787	79,955

The subjoined table gives the total number of scholars at the end of each of the last six years :—

Number of Scholars in Primary Schools for Boys.

PROVINCE.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Assam .	64,502	68,222	70,725	74,639	77,922	79,955

It appears from the above tables that the number of schools increased by 570, or 25·7 per cent.

The average strength in a Primary School was 29 in both years 1891-92 and 1896-97.

The increase in the number of schools and pupils is greatest in Aided Schools, where it amounted to 556, or 62·5 per cent. schools, and 16,696, or 60·3 per cent. pupils. This is due to the transfer of Board Schools to the aided list, and this is what it ought to be. In 1891-92 there were no Primary Schools in the Native States of Manipur. The returns for 1896-97 show a number of eight schools attended by 554 pupils: this is an improvement. It was in 1895-96 that three Lower Primary Schools attended by 362 pupils were started in Manipur.

43. *Systems of Primary Education, Departmental Schools.*—These schools were in the Naga and the Garo Hills under the administration of the Deputy Commissioners of these districts, and managed by the Department. These schools show a decrease of 18 : this is due chiefly to the transfer of the Kachari Mission Schools, Darrang, to the aided list in conformity with the Chief Commissioner's order.

44. *Board Schools.*—These schools are of two kinds, the same as reported in paragraph 114 of the report for 1891-92, *viz.*, (1) the maintained schools, entirely supported by fixed pay and fees; these schools are situated in backward localities, where Local Boards do not consider that the combined system would work; and (2) the combined schools, which are supported by a small fixed grant and fees supplemented by rewards earned under the system of payments by results. These schools show a decrease of 30 schools, which was chiefly due to the transfer of some of the strong schools to the aided list.

45. *Aided Schools.*—These schools are of two classes : (1) those under the management of several mission bodies, and (2) those Lower Primary Schools under private management which are aided under the rules for payments by results. These schools show an advance of 556 schools.

46. *Unaided Schools.*—These schools are adventure schools, and are aspirant for Government aid, and, as such, are an important class of institutions. These schools show an increase of 54 schools.

47. *Provincial Standards of Examination for Primary Schools.*—There are two separate examinations for scholarships, one for the upper, and one for the lower, primary.

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Standard.—No school is allowed to compete for scholarships of both grades, though pupils may appear at both examinations and obtain pass certificates. Pupils in the primary departments of Secondary Schools cannot obtain primary scholarships, but in some districts pupils of Middle Schools are allowed to compete for certificates. The Upper Primary Examination comprises the following subjects, in addition to Bengali or Assamese and Arithmetic, which are compulsory :—

1. History of Bengal or Assam and Geography.
2. Euclid, Book I, to Proposition 16, inclusive, and Mensuration, Calculation of Areas of Rectilineal Figures.
3. Sanitary Primer.

The lower primary standard comprises the following subjects, which are compulsory :—

1. Handwriting, Dictation, and easy questions in grammar, and explanation from text-book.
2. Arithmetic written and mental.
3. Zemindari or Mauzadari and Mahajani accounts and simple Mensuration after the native method.
4. Sanitary Primer.

48. *Comparative Progress as tested by Public Examinations.*—The following table gives the comparative progress as tested by public examinations :—

Stages of Instruction in Primary Schools and Results of Primary Examinations.

PROVINCE.	Number of boys in the				Total.	Number of boys who passed the	
	Middle stage.	Upper primary stage.	Lower primary stage.			Upper Primary Examination.	Lower Primary Examination.
			Reading printed books.	Not reading printed books.			
1891-92.							
Assam	7	1,172	50,211	10,515	61,905	193	1,184
1896-97.							
Assam	19	1,347	62,346	12,402	76,114	184	1,819

The table shows an increase in the number of scholars in every stage. The number of passes by the upper primary standard decreased, while the number by the lower primary standard increased by 53 per cent.

49. *Expenditure on Primary Schools for Boys.*—The subjoined table gives the expenditure from all sources on primary boys' schools in 1891-92 and 1896-97 :—

Expenditure in Primary Schools for Boys.

PROVINCE.	1891-92.							1896-97.						
	From Provincial Revenues.		From Local Funds.	From Municipal Funds.	From Fees.	From Other Sources.	Total.	From Provincial Revenues.		From Local Funds.	From Municipal Funds.	From Fees.	From Other Sources.	Total.
	In Schools under Public Management.	In Aided Schools.						In Schools under Public Management.	In Aided Schools.					
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam . .	2,399	8,086	1,12,999	2,042	26,629	29,300	1,81,455	2,285	8,759	1,44,681	3,096	29,802	56,512	2,45,135

The cost of the primary schools increased by 63,680, or 35 per cent., though the increase in the number of scholars was only 23·9 per cent. The increase was under all the different heads of expenditure.

50. *Comparative cost of Primary Schools.*—The following table shows the average annual cost of a primary school, excluding the expenditure on Unaided Schools in 1891-92 and 1896-97 :—

Cost of Primary Schools for Boys.

PROVINCE.	1891-92.			1896-97.		
	Cost of a Primary School.		Total Annual Cost.	Cost of a Primary School.		Total Annual Cost.
	To Public Funds.	To Private Funds.		To Public Funds.	To Private Funds.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam . . .	60	26	86	61	32	93

The table shows an increase under each of the heads. The average cost of each pupil in Primary Schools is shown in the following table, as well as the average number of pupils in a school; Unaided schools are excluded :—

Primary Schools for Boys (excluding Unaided Schools).

PROVINCE.	1891-92.				1896-97.			
	Average number of Pupils to a School.	Cost of each Pupil's Education.			Average number of Pupils to a school.	Cost of each Pupil's Education.		
		To Public Funds.	To Private Funds.	Total.		To Public Funds.	To Private Funds.	Total.
Assam . . .	27	2·2	·9	3·1	29	2·1	1·1	3·2

The cost of public funds decreased, while that to private funds increased.

51. *Superior claims of Primary Education upon public effort and public funds.*—The following table shows the total direct expenditure from public funds in 1891-92 and in 1896-97 on Arts Colleges, Secondary Schools, Primary Schools and Training Institutions :—

Expenditure from Public Funds in 1891-92 and in 1896-97.

PROVINCE.	1891-92.				1896-97.			
	Arts Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	Arts College.	Secondary Schools.	Primary Schools.	Training Schools and Classes.
	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam . . .	...	62,383	1,32,406	17,056	...	70,267	1,71,300	19,287(*a*)

(*a*) Includes Rs. 106 on account of stipends to pupils reading at Dacca.

There was no expenditure from public funds on the Arts College, as it is an Unaided Institution. For Secondary Schools the increase was Rs. 7,884, or 12·6 per cent. For Primary Schools the increase amounted to Rs. 38,894, or 29·3 per cent., and in Training Institutions the increase was Rs. 2,231, or 13·1 per cent.

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52. *Provincial, Local, and Municipal Expenditure in 1896-97.*—The total expenditure, direct and indirect, on education from public funds in 1896-97 was as follows:—

Provincial Revenues, Rs. 1,82,195; Local Funds, Rs. 2,09,167; and Municipal Funds, Rs. 6,622. The total direct expenditure in 1896-97 on Provincial, Local, and Municipal was 37·5, 90·6 and 86·8, respectively, against 37·0, 91·5 and 96 1:—

Nature of Expenditure.		Source of Expenditure.		
		Provincial.	Local.	Municipal.
1891-92.				
Assam	Direct	37·0	91·5	96·1
	Primary	18·3	79·9	66·1
1896-97.				
Assam	Direct	37·5	90·6	86·8
	Primary	17·3	81·7	76·5

Local Boards are entrusted with the management of, and expenditure on, all schools, except High Schools and Government Middle Schools.

There are no schools above the primary grade, except a few Middle Schools, called the Boards Middle Schools, managed by Local or Municipal Boards, but all Secondary Schools, except High Schools under private management, received aid from these Boards, no grants being given to them from Provincial Revenues.

Primary Schools in the various hill tracts, except the Society for the Propagation of the Gospel Mission Schools, Darrang, American Baptist Mission Schools, Nowgong, Kamrup, and Goalpara, which are aided by Local Boards, are aided by Government, and all others by the Boards. The Government expenditure therefore represented the cost of the institutions maintained by the Department and the aid given to the schools for aborigines, while local and municipal funds pay for the rest of the education of the Province. From local funds the expenditure on primary education increased by Rs. 36,944, or 31·2 per cent., and that on secondary education by Rs. 3,426, or 1·38 per cent.; the municipal expenditure on primary education also increased by Rs. 1,427 or 47·9, while that on secondary education diminished by Rs. 279.

53. *Agencies and means for extending primary education.*—In Assam there is no indigenous system for the Department to work upon except that of Koran Schools, and these in most provinces scarcely deserve the name of schools.

54. *Special measures for aboriginal and backward races.*—The following table shows the percentage of boys at school to boys of school-going age for the people of animistic religions for the year 1896-97:—

Assam . . . . . 4·9

The subjoined table gives the detailed classification of the aboriginal pupils. The education of these aboriginal races is carried on by various missionary societies, who started schools all of the lower primary class and situated in the hills or among colonies of aborigines in the plains:—

Detailed classification of the pupils of aboriginal races.

	Kacharis.	Khasis.	Mikirs.	Nepalese.	Manipuris.	Garos.	Sikhs.	Jains.	Gurkhas.	Kukis.	Tipperas.	Nagas.	Miris.	Khamptis.	Daflas.	Phokists.	Singphos.	Hojais.	Santal.	Dendis.
Assam	1,542	3,315	303	17	2,233	554	4	7	44	44	5	65	633	39	4	18	15	22	1	57

55. *Methods of aiding Primary Schools.*—System of payment by results has been already described in the preceding paragraphs.

56. *Revision of Standards.*—*Rokar* and *khasra* have been omitted from the course in zemindari and mahajani accounts.

57. *Physical, moral, and religious instruction.*—The physical and moral training of scholars is dealt with in a separate chapter. Religious instruction is strictly prohibited in schools under public management and in Aided Schools; no preference is shown to any school on the ground that any particular religious doctrines are taught and not taught therein. PRIMARY EDUCATION.

58. *Fees and exemptions.*—The remarks on this are the same as those in paragraph 131, page 189 of the last Quinquennial report, with the addition that special exemption up to 25 per cent. from the payment of fees is allowed by the Local Boards to the children of poor parents.

The subjoined table shows the average incidence per scholar of the expenditure from fees in 1896-97 :—

Average fee-expenditure per pupil in Primary Schools for Boys, 1896-97.

PROVINCE.	In Institutions.		
	Under public management.	Aided.	Unaided.
Assam	·20	·42	·35

59. *Night Schools.*—The district reports give no statistics regarding schools of this class. It seems to me that no such school, as a rule, existed, but there might have been a few isolated cases.

CHAPTER VII.

TRAINING SCHOOLS.

60. *Training Schools for Masters.*—The accompanying table gives particulars of Training Schools for masters in 1891-92 and 1896-97, in Assam :— TRAINING SCHOOLS.

Training Schools and Classes for Masters, 1891-92 and 1896-97.

PROVINCE.	1891-92.										1896-97.									
	Managed by Government.		Managed by Local and Municipal Boards.		Aided.		Unaided.		Total.		Managed by Government.		Managed by Local and Municipal Boards.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Assam . .	6	134	7	95	1	111	2	12	16	352	25(*a*)	266	...	...	2	81	2	17	29	364

(*a*) Schools . . 6
Classes . . 19
25

The figures require a word of explanation. The six training schools managed by Government are at Gauhati, where some students are trained to be Pundits in Middle Schools and others to be Gurus in the Lower Primary Schools; at Haflang (Cachar), Tezpur, Sibsagar and Dibrugarh, where pupils are trained to be Gurus in Lower Primary Schools, and at Shillong, where boys are trained to be masters in Middle and Lower Primary Schools.

It appears that there were seven schools managed by Local and Municipal Boards in 1891-92; this is not quite accurate. The seven schools were really Middle Schools to which training classes were attached. In these classes youths were trained to be Gurus in Primary Schools; the classification is not accurate, for these seven schools occur in the total number of Middle Schools in another chapter. These seven schools were withdrawn from Local and Municipal management by the late Chief Commissioner, Mr. (now Sir) William Ward and placed under the direct management of Government, so that the number 25 in 1896-97 in our table means 6 training schools as of old, together with 19 training classes attached to

TRAINING SCHOOLS.

Middle Schools. The two unaided Training Schools are managed by American Missionaries—one is in Kamrup, the other in the Naga Hills. The two aided Schools are managed by missions—the one in the Garo Hills by the Americans, the other in Darrang by the members of the Society for the Propagation of the Gospel. Of the 364 students in the table 49 students are reported as learning English, as against 35 in 1891-92. Instruction in a classical language was given in 1896-97 to 24 students, against 49 in 1891 92. The following table classes these pupils according to race or creed :—

Native Christians	112
Hindus	181
Muhammadans	10
Hill Tribes and others	61

The accompanying table gives particulars corresponding to those on page 194 of the last Quinquennial Review:—

Training Schools for Mistresses, 1891-92 and 1896-97.

PROVINCE.	1891-92.										1896-97.									
	Managed by Government.		Managed by Local and Municipal Boards.		Aided.		Unaided.		Total.		Managed by Government.		Managed by Local and Municipal Boards.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Assam	...	...	...	...	1	29	...	...	1	29	...	...	...	...	...	...	1	18	1	18

61. *Training Schools for Mistresses.*—There is only one training school for mistresses. It is at Tura, in the Garo Hills, and is managed by the American Missionaries.

62. *Examination for Teachers' Certificates.*—An examination for Teachers' Certificates is annually held by the Department, and pass-certificates are granted to those who satisfy the Examiners. To those who pass in English and a Vernacular language from the 1st, 2nd, and 3rd year classes of higher grade Training Schools, English and Vernacular certificates are given. Also Guru examination certificates are granted to those who pass from Guru training schools and classes.

63. *Expenditure on Training Schools.*—The following tables give the particulars relative to expenditure in training schools for masters and mistresses :—

Expenditure on Training Schools for Masters, 1891-92 and 1896-97.

PROVINCE.	1891-92.					1896-97.				
	From Provincial Revenues.		From Local and Municipal Funds.	From Other Sources.	Total.	From Provincial Revenues.		From Local and Municipal Funds.	From Other Sources.	Total.
	In Schools under Public Management.	In Aided Schools.				In Schools under Public Management.	In Aided Schools.			
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	11,191	981	4,801	2,617	19,590	12,475	1,036	5,776	2,696	21,983

Expenditure on Training Schools for Mistresses, 1891-92 and 1896-97.

PROVINCE.	1891-92.					1896 97.				
	From Provincial Revenues.		From Local and Municipal Funds.	From Other Sources.	Total.	From Provincial Revenues.		From Local and Municipal Funds.	From Other Sources.	Total.
	In Schools under Public Management.	In Aided Schools.				In Schools under Public Management.	In Aided Schools.			
Assam	...	83	...	1,411	1,494	...	...	...	887	887

64. *Training Schools in Assam.*—In the first grade Training School at Gauhati the course lasts three years, and pupil teachers who go through the full course are quali-

fied to be Head Pandits of Middle Schools, while those who do not are sometimes qualified to be Second and Junior Pandits of Middle Schools and Head Pandits of Upper Primary Schools. The school at Shillong prepares teachers for Middle and Upper Primary Schools in English, the students reading with the High School boys in the first four classes, whilst the art of teaching both Theoretical and Practical and Sanitary Science are taught separately. The course in the Guru training schools and classes extends over a period of two years. TRAINING SCHOOLS.

The total cost of educating each pupil at Gauhati was Rs. 77, against Rs. 91 in 1891-92, and that at Shillong was Rs. 199, against Rs. 171 in 1891-92, while the total cost of educating each pupil in both the schools taken together was Rs. 107, against Rs. 115 in 1891-92. In the year 1891-92 $\frac{4}{5}$ths of the total expenditure of the Shillong school, which is composed of a High School and a Training School, was assigned to the Training School. No pupil prepared in a Training School can be permanently employed as a teacher until he satisfies the Examiners in a special examination in the art of teaching.

CHAPTER VIII.

TECHNICAL EDUCATION.

65. *General Remarks.*—The difficulties connected with the successful establishment and management of Technical Schools which have puzzled so many statesmen and philanthropists do not naturally exist in Assam. The country is not over-populated; the people are not compelled by competition or the struggle for existence to work, except for high wages. Perhaps nowhere in India is the wages paid for unskilled labour so high as in this Province. The Natives are quite satisfied with their present ways of earning a livelihood; certainly they are not anxious to learn a trade involving a scientific or even a *quasi*-scientific training. All the pupils in the Williamson Artizan School, Dibrugarh, enjoy monthly stipends, and I believe, if there were no stipends, there would be no students. TECHNICAL EDUCATION.

66. *Industrial Schools.*—The accompanying table gives all particulars relative to the Williamson Artizan School, Dibrugarh :—

Technical Education.

Province.	1891-92.												1896-97.											
	Engineering Colleges.		Schools of Art.		Engineering and Surveying Schools.		Industrial Schools.		Agricultural Schools and Colleges.		Other Schools.		Engineering Colleges.		Schools of Art.		Engineering and Surveying Schools.		Industrial Schools.		Agricultural Schools and Colleges.		Other Schools.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
Assam . .	...	...	...	...	1	4	1	6	...	...	4	205	...	...	...	...	...	...	1	14	...	...	6	298

In the table for 1891-92 there are four institutions and 205 pupils under the heading "Other Schools." It is difficult to understand this classification, for the four schools are Miss Blake's European and Eurasian school at Shillong, an ordinary Madrasah in Sylhet, and two *tols* in Gauhati. And as the last Review is to be followed, I give, with a word of explanation, six schools and 298 pupils in the table for 1896-97 under the heading "Other Schools." They are Miss Blake's school, one Persian school in Darrang, two *tols* in Gauhati and two Madrasahs in Sylhet. All the pupils in the Technical School at Dibrugarh enjoy stipends of Rs. 10 per mensem in the Engineer Department, and Rs. 5, Rs. 6, and Rs. 7 in the Mechanical Department, the amount depending on their class. The teacher is paid out of the Williamson Trust Fund. The institution altogether costs nothing whatever to Government, but two apprentices working in the Tezpur-Balipara Tramway Workshops enjoy stipends of Rs. 5 to Rs. 7 per mensem, payable from Provincial funds, and seven apprentices work in the mechanical classes of the Sibpur College, Howrah, drawing Rs. 10 per mensem from Provincial funds. There is an apprentice on a similar footing at Rangpur, and another at Comilla. Again, there are two apprentices in the Sibpur mechanical

TECHNICAL EDUCATION.

classes who obtain Rs. 10 per mensem each from the Williamson Trust Fund. Again, two Assam scholars in the Civil Engineering Department at Sibpur draw one Rs. 25, the other Rs. 15 per mensem.

67. *Law Classes.*—The accompanying table gives all particulars relative to Law classes in Assam :—

Attendance in Law Classes.

PROVINCE.	1891-92.		1896-97.	
	Classes.	Pupils.	Classes.	Pupils.
Assam	2	39	3	47

At present there are three such classes, one in Sylhet, one in Cachar, and the other in Gauhati; in each case the Law class is attached to a High School. In all cases the expenditure is met from the fees of the attendant pupils who are prepared for the Pleadership, not the B. L. Examination. The Chief Commissioner has sanctioned another Law class, which will be attached to the Sibsagar High School. The total cost of all the Law classes during the year 1896-97 amounted to Rs. 3,025, and the total number of persons who passed the Pleadership Examination in February last was 6, out of 33 competitors.

68. *Medical Schools.*—There is no Medical School in Assam, but the Chief Commissioner has sanctioned the establishment of one at Dibrugarh, and steps are being taken to organise a scheme for its proper maintenance and management. At present the Assam students who wish to study and qualify in medicine read in Bengal schools. There are four medical scholarships of Rs. 12 to Rs. 14 per mensem annually awarded, which are tenable at the Dacca Medical School. The students who complete the course and pass the final examination are appointed to the Hospital Assistant service in Assam.

There are, in addition to the above, four senior scholars from Assam studying Medicine and Surgery in the Calcutta Medical College.

69. *Preparatory Technical Education.*—Drawing is taught in some High Schools as an optional subject for the Entrance Examination, also a Science Primer is studied for the same examination. Elementary Physics is taught in Middle Schools. Remarks in this connection naturally find a place in the chapter on secondary education.

CHAPTER IX.

FEMALE EDUCATION.

FEMALE EDUCATION.

70. *Explanation of the maps.*—The subjoined table, which gives the figures upon which the maps are based, shows the percentage of girls in all classes of public institutions. All private institutions are excluded, as they do not conform to the departmental standard, the majority of these schools imparting instruction which is of a religious nature :

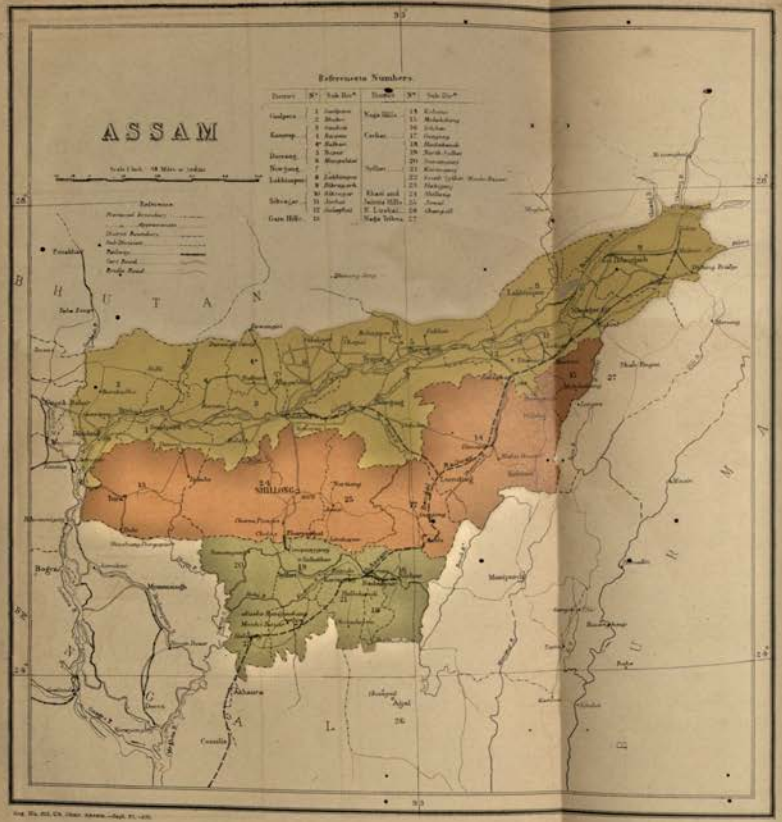
PROVINCE.	1891-92.		1896-97.	
	1	2	3	4
	Total female scholars in public institutions.	Percentage of column (1) to the female population of school-going age.	Total female scholars in public institutions.	Percentage of column (3) to the female population of school-going age.
Assam	5,136	1·29	8,276	2·09

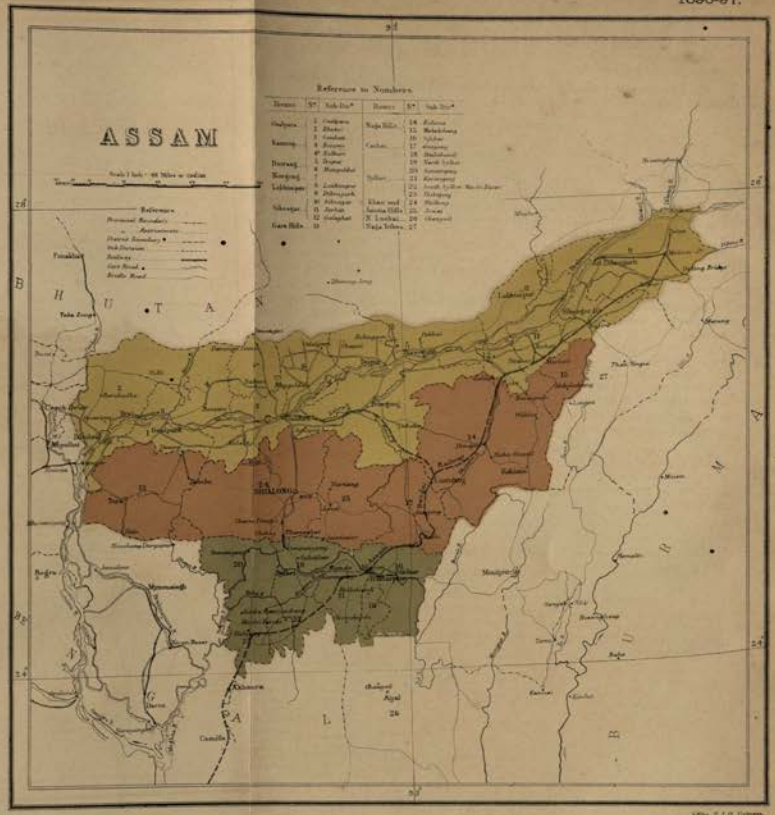
It appears from the above that Assam shows an increase in the total number of girls under instruction.

1891-92.

ASSAM, SHOWING THE PERCENTAGE OF GIRLS UNDER INSTRUCTION IN PUBLIC INSTITUTIONS.

1896-97.





71. *Primary Schools for Girls.*—The following table gives the usual statistics regarding the Primary Schools for girls :—

Primary Schools for Girls.

Province.	1891-92.														1896-97.											
	Managed by Government.		Managed by Local and Municipal Boards.		Maintained by Native States.		Aided.		Unaided.		Total.		Girls in boys' schools.	Boys in girls' schools.	Managed by Government.		Managed by Local and Municipal Boards.		Maintained by Native States.		Aided.		Unaided.		Total.		Girls in boys' schools.	Boys in girls' schools.
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.			Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.		
Assam .	2	26	104	1,556	...	...	15	418	27	411	148	2,411	2,897	300	...	...	195	2,857	...	...	33	931	31	524	259	4,312	4,155	314

The total number of schools increased by 111, and the number of pupils attending them by 1,901, or 78·8 per cent.; deducting the boys in girls' schools and adding the girls in boys' schools, the total number of girls reading in primary schools increased from 5,008 to 8,153, or by 62·8 per cent. The average strength of a girls' school increased from 16 to 17 pupils. The average daily attendance advanced from 72·68 per cent. to 73·38 per cent.

72. *Secondary Schools for girls.*—The usual statistics are given below for the Secondary Schools for girls :

Secondary Schools for Girls.

Province.	1891-92.												1896-97.											
	Managed by Government.		Managed by Local and Municipal Boards.		Maintained by Native States.		Aided.		Unaided.		Total.		Managed by Government.		Managed by Local and Municipal Boards.		Maintained by Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Assam Vernacular	...	...	...	...	...	...	2	48	...	...	2	48	...	...	...	...	...	...	2	76	...	...	...	...

The table shows that the number of schools was the same as in 1891-92, but the pupils advanced from 48 to 76. The average strength of each school increased from 24 to 38. The average daily attendance increased from 68·51 per cent. to 70·68 per cent.

73. *Stages of instruction.*—In the following table the pupils in Secondary School for girls are classified according to stages of instruction :—

Stages of Instruction.

	1891-92.		1896-97.	
	Number.	Percentage.	Number.	Percentage.
High	...	...	...	...
Middle	...	...	1	1·3
Upper Primary . . .	4	8·3	3	3·9
Lower „ . . .	44	91·7	72	94·8
TOTAL .	48	100	76	100

FEMALE EDUCATION.

It appears from the preceding table that there was an increase in the number of pupils in the middle and lower primary stage.

In the next table all the girls in Primary and Secondary Schools are classified according to the stages of instruction. Girls in European schools have been omitted, in order to show, as clearly as possible, the present state of education among Native girls :—

PROVINCE.	High.	Middle.	Upper Primary.	LOWER PRIMARY.		Total.
				Reading printed books.	Not reading printed books.	
			1891-92.			
Assam . . .	...	4	26	4,229	834	5,093
			1896-97.			
Assam . . .	8	9	71	6,714	1,451	8,248

74. *Race and creed of girls at schools.*—The following table shows the percentage of girls at school for each of the religions named in census returns; the corresponding percentage for boys are given in a parallel column :—

	Girls.	Boys.
Hindus	·33	4·03
Muhammadans	·14	2·71
Native Christians	13·82	37·07
Europeans and Eurasians	1·75	·89
Others	·34	1·88

that is to say, there are about 33 Hindu girls at school out of every 10,000 of the Hindu female population, and also there are about 403 Hindu boys at school out of every 10,000 of the Hindu male population.

75. *Expenditure in girls' schools.*—In the following table the expenditure from all sources in Primary and Secondary Schools for girls in 1896-97 is compared with that of 1891-92 :—

Expenditure in Secondary and Primary Schools for Girls.

PROVINCE.	1891-92.						1896-97.					
	From Provincial Revenues.		From Local and Municipal Funds.	From Fees.	From Other Sources.	Total.	From Provincial Revenues.		From Local and Municipal Funds.	From Fees.	From Other Sources.	Total.
	In Schools under Public Management.	In Aided Schools.					In Schools under Public Management.	In Aided Schools.				
Assam . .	56	831	6,775	217	2,483	10,362	...	851	12,463	281	4,552	18,153

76. *Female education in Assam.*—In Assam the education of girls during the five-year period made considerable progress. The total number of girls under instruction was 8,393 in 1896-97, against 5,259 in 1891-92. In 1896-97, 35 girls passed the Lower Primary Examination, 6 passed the Upper Primary, and 2 the Middle English and 1 Middle Vernacular. The Sylhet Union continues to hold annual examinations, *in situ*, both of schools and zanana classes in the Sylhet District, and gives prizes to the successful candidates. It must be remembered that the term "girls" in this chapter does not include any female children who are considered to be of European or Eurasian parentage, and it must be added that the thanks of every one interested in the improvement, both material and moral, of the people of the Province are due to the enterprise and industry of the members of the Welsh Mission, to whom female education in the hills is so much indebted.

CHAPTER X.

EUROPEAN EDUCATION.

77. *European School.*—There is only one school in Assam maintained for the education of European and Eurasian children. It is conducted by Miss Blake, who receives from the Administration Rs. 50 per mensem as house-rent and Rs. 90 per mensem as a grant-in-aid. EUROPEAN EDUCATION.

78. *Number of Europeans and Eurasians under instruction.*—The following table shews the total number of Europeans and Eurasians in all classes of schools, public and private, in 1892 and 1897 :—

	1891-92.	1896-97.
Assam	26	24

The figures call for no remarks, except that we must remember that there are some Eurasians reading in schools other than that managed by Miss Blake.

It may be noted that the figure 40 in 1887 corresponding to the figures now given is or was incorrect; the returns from which it was taken classed certain Native Christians amongst the hill people as European or Eurasian.

79. *Stages of Instruction.*—The following table gives the percentage of students in each stage of instruction for Europeans as compared with all classes of community :—

	Europeans.	All classes.
Collegiate	...	·03
High	...	1·29
Middle	...	2·46
Upper Primary	8·3	4·37
Lower ditto	91·7	91·85

The next table corresponds to that on page 310 of Mr. Nash's Review :—

Stages of Instruction of Pupils in European Schools for 1891-92 and 1896-97.

Provinces.	Arts Colleges.	Secondary and Primary Schools.											
		Number of Boys in						Number of Girls in					
	Number of pupils.	High Stage.	Middle Stage.	Upper Primary Stage.	Lower Primary Stage (a).	Lower Primary Stage (b).	Total.	High Stage.	Middle Stage.	Upper Primary Stage.	Lower Primary Stage (a).	Lower Primary Stage (b).	Total.
1891-92.													
Assam	...	2	3	7	4	...	16	...	1	4	2	...	7
1896-97.													
Assam	...	...	...	...	3	5	8	...	...	2	4	4	10

The figures call for no remarks, except that they shew what a poor thing European education is in Assam, but then we ought to remember that there is little or no demand for such education, as Europeans, official and non-official, are all anxious to send their children home or elsewhere to be educated. The figures shew that there are only 8 boys as compared with 16 in 1891-92 in Miss Blake's School.

EUROPEAN EDUCATION.

80. *Secondary Schools for Europeans.*—The following table shows the figures corresponding to those on page 312 of the last five-year Review :—

Secondary Schools.

Province.	Under Public Management.		Under Private Management.				Total number of Institutions.	Total number of Scholars on the 31st March.	Boys.	Girls.
	Managed by Government, &c.		Aided by Government, &c.		Unaided.					
	Number of Institutions.	Number of Scholars on the 31st March.	Number of Institutions.	Number of Scholars on 31st March.	Number of Institutions.	Number of Scholars on 31st March.				
1891-92.										
Assam	...	...	1	23	...	...	1	23	16	7
1896-97.										
Assam	...	...	1	18	...	...	1	18	8	10

81. *Expenditure in European Schools.*—The expenditure is given in the following table which corresponds to what is on page 314 of the Quinquennial Review :—

Name of Province.	Total Expenditure from					Grand Total.
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
1891-92.	₹	₹	₹	₹	₹	₹
Assam	1,976	...	...	4,241	...	6,217
1896-97.						
Assam	1,820	...	...	3,585	...	5,405

82. *European School in Shillong.*—The Aided School in Shillong under Miss Blake is the only school in the Province for the Education of European and Eurasian children. On the 31st March 1897 there were 18 names on the rolls (eight boys and ten girls), against 23 in 1891-92. The average on the rolls monthly and the daily attendance were 21 and 15, respectively, against 25 and 24, respectively, in 1891-92.

83. *Scholarships for Europeans and Eurasians.*—It ought to be mentioned in this Chapter that the Administration grants two scholarships of Rs. 15 per mensem each to eligible European and Eurasian youths, in order that they may attend certain schools under European management in the Bengal Presidency.

CHAPTER XI.

MUHAMMADAN EDUCATION.

MUHAMMADAN EDUCATION.

84. *Progress of Education among Muhammadans.*—The following table shows the number of Muhammadan scholars in public and private institutions in 1891-92 and 1896-97, and the percentage of this number to the total number of scholars, as well as the percentage of Muhammadans to the total population :—

Progress of Muhammadan Education.

	Percentage of Muhammadans to total population. Census of 1891.	1891-92.						1896-97.					
		Public Institutions.		Private Institutions.		All Institutions.		Public Institutions.		Private Institutions.		All Institutions.	
		Muhammadan pupils.	Percentage to total pupils.	Muhammadan pupils.	Percentage to total pupils.	Muhammadan pupils.	Percentage to total pupils.	Muhammadan pupils.	Percentage to total pupils	Muhammadan pupils.	Percentage to total pupils.	Muhammadan pupils.	Percentage to total pupils.
Assam	27·1	12,800	16·4	3,927	63·5	16,727	20·0	17,211	17·8	4,591	66·7	21,802	21·0

Private Institutions are shown separately, for the great majority of these institutions are Koran Schools, in which the scholars merely learn to recite verses of the Koran and do not even learn how to read and write, so that these schools scarcely deserve a place in the Educational System of India.

Public Institutions show an increase of 4,411 scholars, or 34·4 per cent., the corresponding percentage for Hindus being 20·6, and for all institutions the increase was 5,075, or 30·3 per cent.

The following table corresponds to that at page 321 of the last Quinquennial Report, which shows the percentage of Muhammadans to (1) total population, (2) urban population, and (3) total number of scholars in public institutions :—

	Percentage of Muhammadans to		
	Total population.	Urban population.	Scholars in Public Institutions.
1891-92.			
Assam	27·1	28·8	16·4
1896-97.			
Assam	27·1	28·8	17·8

85. *Classification of Muhammadan Pupils.*—The subjoined table shows the number of Muhammadan pupils in each of the different classes of Public Institutions, and the percentage to the total number of pupils :—

Classification of Muhammadan Pupils.

Province.	1891-92.								1896-97.							
	In Arts Colleges (English).		In Professional Colleges.		In Secondary Schools.		In Primary Schools.		In Arts Colleges (English).		In Professional Colleges.		In Secondary Schools.		In Primary Schools.	
	Muhammadans.	Percentage of Muhammadans.	Muhammadans.	Percentage of Muhammadans.	Muhammadans.	Percentage of Muhammadans.	Muhammadans.	Percentage of Muhammadans.	Muhammadans.	Percentage of Muhammadans.	Muhammadans.	Percentage of Muhammadans.	Muhammadans.	Percentage of Muhammadans.	Muhammadans.	Percentage of Muhammadans.
Assam	...	...	...	...	1,650	15·0	11,099	16·6	1	3·7	...	...	1,845	15·8	15,127	17·9

86. *Success at University Examinations.*—The next table gives all statistics relative to Muhammadan youths from Assam passing the Entrance Examination of the University of Calcutta :—

	1891-92.												1896-97.											
	Entrance.		F. A. and corresponding Examinations.		B. A., including B. Sc. and B. O. L.		M. A., including M. O. L.		B. L.		All Medical Examinations.		All Engineering Examinations.		Entrance.		F. A. and corresponding Examinations.		B. A., including B. Sc. and B. O. L.		M. A., including M. O. L.		B. L.		All Medical Examinations.		All Engineering Examinations.	
	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.
Assam	39	11	...	...	...	...	...	...	...	...	...	...	...	...	118	2	...	...	...	...	...	...	...	...	...	...	...	...

87. *Muhammadan Education in Assam.*—It ought to be noted that the Administration annually grants two junior and two senior scholarships to Muhammadan youths, provided there are a sufficient number of eligible and deserving candidates. No statistics are required in this chapter relative to expenditure.

CHAPTER XII.

EDUCATION OF CHIEFS AND NOBLEMEN.

EDUCATION OF CHIEFS AND NOBLEMEN.

88. There is no institution maintained in Assam for the education of noblemen.

CHAPTER XIII.

PRIVATE INSTITUTIONS.

PRIVATE INSTITUTIONS.

89. *Meaning of the Term.*—The distinction between Private and Public Educational Institutions is given on page 337 of Mr. Nash's Review, to which I may refer the reader. The "Private Schools" appear to be managed in an irregular way and conducted in an unsatisfactory manner.

90. *Scholars in Private Institutions.*—The following table gives the necessary statistics corresponding to those on page 338 of the five-year Report :—

	1891-92.		1896-97.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
Advanced Institutions teaching—					
(*a*) Arabic or Persian	12	364	21	845	
(*b*) Sanskrit	76	1,434	82	1,802	
(*c*) Other Oriental Classics	...	...	...	...	
TOTAL	88	1,798	103	2,647	
Elementary Institutions teaching :—					
(*a*) A Vernacular only or mainly — For Boys	9	178	8	85	
(*a*) A Vernacular only or mainly — For Girls	...	...	...	...	
(*b*) The Koran — For Boys	179	3,358	181	3,644	
(*b*) The Koran — For Girls	13	123	4	75	
(*c*) Other subjects — For Boys	9	280	12*	410	
(*c*) Other subjects — For Girls	...	...	1	20	
TOTAL	210	3,939	206	4,234	
GRAND TOTAL	298	5,737	309	6,881	

* Includes one High School with 98 pupils not recognised by the Calcutta University.

Some of the schools dealt with in this chapter are Sanskrit Tols, where often a very high standard of education in Sanskrit grammar, rhetoric language, literature and philosophy is reached. These institutions are now subsidized by the Administration, and the pupils who attend them are eligible for Government scholarships. Another kind of these schools are the *Maktabs*, where Muhammadan children obtain instruction in the Arabic and Persian languages, but a high standard of instruction unfortunately seldom, if ever, is obtainable in any of them. Advanced teaching in these languages is obtainable in the Madrasas, which schools are "Public" and is dealt with under Muhammadan education. Another kind of these institutions are the Koran Schools, where youths learn by rote passages from the sacred books of the Moslems.

91. *Provincial Returns of Private Schools.*—The next table gives the figures corresponding to those on page 340 of Mr. Nash's Review :—

Province.	1891-92.					1896-97.				
	Arabic or Persian.	Sanskrit.	Vernacular.	Koran.	Miscellaneous.	Arabic or Persian.	Sanskrit.	Vernacular.	Koran.	Miscellaneous.
Assam	12	76	9	192	9	21	82	8	185	13

CHAPTER XIV.

DISCIPLINE AND MORAL TRAINING

92. *Punishment for breaches of School Discipline.*—There is only one case; it refers to a student from Dhubri on transfer to the Sylhet High School, who took admission in a class higher than that in which he read in the Dhubri High School. He was punished by a fine of R10. DISCIPLINE AND MORAL TRAINING.

93. *Boarding-houses for Students.*—Concerning hostels and physical training, Mr. Wilson writes in his last report :—" In former reports only the boarding-houses in connection with High Schools were reported on, but for the year under report the Deputy Inspectors were asked to submit returns for all known boarding-houses in the Province, with the result that, besides the eleven institutions managed by Government, there were two aided institutions and twenty private ones in existence during the year, details for which are given in General Table VIII of this Report. Of the eleven boarding-houses managed by Government, seven are maintained in connection with High Schools, two with Training Schools, namely, the Training School at Gauhati and that at Haflong, North Cachar, and the remaining two are attached, one to the Middle Vernacular School at Dhaknakhana, and the other to the Middle English School at Hailakandi. In this boarding-house accommodation is provided for the pupils of the Hailakandi training class. At Dibrugarh, Nowgong and Tezpur pupils of the training schools located at these stations are allowed to live in the boarding-houses in connection with the High Schools, and at present the accommodation is sufficient. The boarding-houses at Dhubri were destroyed by fire; steps are being taken to construct new ones. Details of the seven boarding-houses in connection with High Schools are given in Appendix J. The two aided boarding-houses are attached to the Aided Schools at Nalbari and Raha. Of the twenty unaided institutions one is in connection with the Sonamganj Aided High School, on which R14 was spent for repairs; two are at Nowgong in connection with the American Mission Girls' School, on which the mission spent R1,058. The remaining seventeen are situated in the districts of Kamrup and Goalpara and are attached to both Middle and Primary Schools. No expenditure has been shewn on account of these institutions; they are mostly situated in the North Dooars, and are mere temporary huts built by pupils, whose houses are at a distance from the several schools."

94. *Physical Training.*—" Physical exercise now forms part of the regular course of instruction in all Government High and Middle Schools situated at headquarter stations, and by degrees will be extended to all Government Middle Schools; some of the aided and private schools have also recognised the importance of this subject, and are introducing it as parts of their regular curriculum. While on tour I saw some of the pupils of several schools put through some of the exercises in physical drill, both with and without wands, and on the whole they acquitted themselves very creditably. The annual examinations for the capitation allowance were held towards the close of the year, and most of the schools earned the full allowance, which was paid to the Secretaries of the Sports Clubs. The reports show that physical training is becoming popular with the pupils, and the teachers are beginning to recognise it as a help to discipline."

Unfortunately teachers are not always regular in attendance at drill with the result that they are unable to pass the examinations and obtain the usual certificate; consequently they are, according to the practice which obtains in this Province, handicapped on the road to promotion. The Assamese students of all classes contributed liberally towards the Famine Fund instituted for helping their unfortunate brethren in other parts of India, and this kindness and goodness accordingly obtains and deserves suitable recognition in this place.

95. *Moral Text-Books.*—I have nothing to say on the necessity or desirability of having a Text-Book specially assigned for instruction in morals; my own opinion being that morals are well looked after in every school where the teachers are competent, honest men, and where such men are not employed, moral text-books are of no use.

CHAPTER XV.

EDUCATIONAL CONFERENCES.

96. *Educational Conferences, Assam.*—A Conference of certain Deputy Inspectors of Schools and Headmasters of Government High Schools was held at Shillong in the summer of 1894-95 to revise educational forms and discuss educational matters. EDUCATIONAL CONFERENCES.

EDUCATIONAL CONFERENCES.

Another Conference was held at Shillong from the 29th July to the 7th August 1895 by the educational officers, including the Secretary of the Welsh Mission, Khasi and Jaintia Hills, and a representative of the Sylhet Union, in which, besides other educational questions, the following important ones were considered and sanctioned by Government, with the exception of Proposal No. 7, on which no orders have been passed as yet :—

(1) A rule for prohibiting the transfer of pupils from schools in the same station, except at stated periods.

(2) A rule to meet the case of the frequent disputes which arise regarding the amounts due from students at the time of applying for a transfer-certificate.

(3) A rule forbidding the issue of transfer-certificates for six weeks before the annual examination for promotion.

(4) Periods of study which should be required from a student in order to be eligible for one of the several Government scholarships.

(5) Certain alterations in the grant-in-aid rules for Middle and Upper Primary Schools, to bring them into conformity with those for High Schools.

(6) Proposals for appointing Inspecting Pandits to assist Sub-Inspectors in inspecting Lower Primary Schools.

(7) Proposals regarding female education in the Surma Valley.

(8) The desirability of preparing a concise Text-book on the Art of Teaching.

A Conference, consisting of Sir E. Buck, K.C.S.I., Secretary to the Government of India, Revenue and Agricultural Department, Mr. Gait, Director of Land Records and Agriculture, Assam, and the Director of Public Instruction, Assam, was also held at Gauhati, in January 1896, to consider the advisability of making the present system of primary education more practical by means of object-lessons and by elementary instruction in science, so as to prepare the minds of pupils to assimilate easily any kind of technical instruction that may hereafter be introduced. Proposals for giving effect to the notes recorded by the members have been submitted to Government, but no orders have as yet been received.

Besides these Conferences, a good deal of attention is annually paid by the Inspecting Staff to the important work of holding meetings of Gurus of Primary Schools for the purpose of instructing them in subjects in which their schools were found backward. These most useful meetings not only afford the Inspecting Officers an opportunity of giving instruction in the subjects taught in Primary Schools and pointing out deficiencies, but also afford the Gurus an opportunity of interchange of ideas, and comparing the efficiency of their respective schools.

CHAPTER XVI.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

97. *Text-Books in Assam.*—The approved lists of text-books, both in English and Bengali, prepared by the Text-Book Committee, Bengal, Calcutta, and sanctioned for use in Bengal schools by the Director of Public Instruction, Bengal, is, with a few additions made by the Director of Public Instruction, Assam, accepted in this Province, and all recognised schools are required to use books included in this list which has been circulated for general information.

The standing rule is that no Bengali books that are not approved of by the Calcutta Text-Book Committee are to be used in Assam Schools, with the exception of some elementary books on land measurement in the Surma Valley, regarding the merits of which the said Committee do not care to pass an opinion, as the tables of land measurement are local. Use of some of these books has been authorised on the report of competent critics. All books in the Assamese language have to be approved of by the Text-Book Committee, Nowgong, before being included in the authorised list.

W. BOOTH,

Offg. Director of Public Instruction, Assam.

STATISTICAL TABLES.

Education, General Table I.

Abstract Return of Colleges, Schools, and Scholars in the Province of Assam for the official year 1896-97.

(For Details, *see* General Table III.)

Area and Population.				Public Institutions.						Private Institutions.		Grand Total.	Percentage of	Remarks.
Total Area in Square Miles.	Number of Towns and Villages.	Population.	—	University Education.	School Education, General.		School Education, Special.		Total of Public Institutions.					
				Arts Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Square miles, 49,004.	Towns . 18 Villages . 17,117 Total . 17,135	Males . 2,798,908 Females . 2,636,335 Total . 5,435,243	Institutions: For Males	1	135	2,787	29	10	2,962	103	(a) 201	3,266	Institutions to No. of town and villages. 19·007	
			Institutions: For Females	...	2	259	1	1	263	...	5	268	1·564	
			Institutions: Total	1	137	3,046	30	11	3,225	103	206	3,534	20·571	
			Scholars: Males	27	11,528	76,114	364	351	88,384	2,628	(a) 4,136	95,148	Male scholars to male population of school-going age.* 22·54	
			Scholars: Females	...	95	8,153	18	10	8,276	19	98	8,393	Female scholars to female population of school-going age.* 2·12	
			Scholars: Total	27	11,623	84,267	382	361	96,660	2,347	4,234	103,541	12·63	

* The population of school-going age is taken at 15 per cent. of the whole population.

N.B.—In calculating percentages the number of Institutions (9) and Scholars (604) of Manipur have been excluded.

(*a*) Includes one High School with 98 pupils not recognised by the Calcutta University.

Abstract Return of Expenditure on Public Instruction in the

(For Details, *see* General

	Total Direct Expenditure on Public Instruction.					
	University.	School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions . For Males . .	4,100	1,94,172	2,45,135	21,983	7,776	4,73,166
For Females . .	...	1,070	17,082	887	5,405	24,444
Total .	4,100	1,95,242	2,62,217	22,870	13,181	4,97,610
2.—(*a*) Percentages of Provincial expenditure included in columns 2—16 to total Provincial expenditure on public instruction . . .	...	22·63	6·53	7·42	·99	37·57
(*b*) Percentages of Local Fund expenditure included in columns 2—16 to total Local Fund expenditure on public instruction . . .	...	13·48	74·11	2·76	·27	90·62
(*c*) Percentages of Municipal expenditure included in columns 2—16 to total Municipal expenditure on public instruction . . .	...	12·68	66·46	...	7·70	86·84
(*d*) Percentages of total expenditure on columns 2—16 to total expenditure on public instruction . . .	·63	29·99	40·29	3·51	2·02	76·44
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
Government Institutions . Cost to Provincial Revenues . . .	...	11 1 11	7 3 4	47 12 9	...	13 5 3
Cost to Local and Municipal Funds .	...	...	...	19 3 9	...	1 5 8
Total cost .	...	25 4 11	7 3 4	67 0 6	253 0 0	27 6 11
Local Fund Schools . Cost to Local Funds .	...	10 3 5	2 9 1	...	...	2 10 8
Total cost .	...	10 14 7	2 14 5	...	...	2 14 11
Municipal Schools . Cost to Municipal Funds	...	...	3 2 7	...	7 8 0	3 7 2
Total cost .	...	...	3 14 0	...	7 8 0	4 1 9
Institutions in Native States . Cost to Native States Revenues . . .	...	...	7 10 0	...	...	7 10 0
Total cost .	...	...	7 10 0	...	...	7 10 0
Aided Institutions Cost to Provincial Revenues . . .	...	1 2 5	0 2 10	11 14 6	9 9 3	0 5 1
Cost to Local and Municipal Funds .	...	4 13 5	1 7 3	8 10 10	3 0 6	1 12 9
Total cost .	...	15 8 5	3 0 5	40 2 11	34 12 8	4 5 10
Unaided Institutions—Total cost .	164 0 0	14 13 1	0 10 4	51 0 5	64 5 9	5 4 1
All Institutions Cost to Provincial Revenues . .	...	3 13 6	0 2 1	35 1 6	5 11 10	0 10 8
Cost to Local and Municipal Funds .	...	2 11 1	1 12 1	15 0 0	3 6 9	1 14 6
Total cost .	164 0 0	18 3 1	2 14 2	59 6 5	41 9 3	4 13 10

TABLE II.

Province of Assam for the official year 1896-97.

Table IV.)

Total Indirect Expenditure on Public Instruction.								Total expenditure on public instruction.	REMARKS.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	27,077	40,160	54,529	16,047	1,381	14,057	1,53,251	6,50,861	
...	27,077	40,160	54,529	16,047	1,381	14,057	1,53,251	6,50,861	
...	14·86	21·10	21·30	1·17	...	3·91	62·43	100	
...	...	·75	5·65	·69	·17	2·12	9·38	100	
...	...	...	...	9·51	·49	3·16	13·16	100	
...	4·16	6·17	8·38	2·47	·22	2·16	23 56	100	

Return of Colleges, Schools and Scholars in the

CLASS OF INSTITUTIONS.	Public Institutions.															
	Under Public Management.												Under Private			
	Managed by Government.				Managed by Local Fund and Municipal Boards.				Maintained by Native States.				Aided by Government or by Local Fund or Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
UNIVERSITY EDUCATION.																
ARTS COLLEGE.																
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — *Secondary Schools.* — For Boys—																
High Schools	10	2,030	1,918	1,546	...	...	...	...	...	...	...	...	5	847	819	694
Middle Schools — English	3	241	222	194	...	...	...	...	...	...	...	...	51	3,512	3,200	2,442
Middle Schools — Vernacular	14	1,053	981	747	4	153	135	91	...	...	...	...	29	1,736	1,564	1,184
For Girls—																
Middle Schools Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	2	76	58	41
Total	27	3,324	3,121	2,487	4	153	135	91	...	...	...	...	87	6,171	5,641	4,361
Primary Schools. — *For Boys*— Upper Primary	1	39	39	33	...	...	...	...	...	...	...	...	103	3,937	3,677	2,775
For Boys— Lower do.	16	303	278	229	1,125	28,901	27,753	18,903	8	554	540	362	1,342	40,439	49,082	28,787
For Girls— Upper Primary	...	...	...	..	...	...	...	...	...	...	...	...	4	205	180	148
For Girls— Lower do.	...	...	...	...	195	2,857	2,833	2,075	...	...	...	...	29	726	747	506
Total	17	342	317	262	1,320	31,758	30,586	20,978	8	554	540	362	1,478	45,307	53,686	32,216
Schools for Special Instruction. — School Education, Special. — Training Schools for Masters	25	266	261	206	...	...	...	...	...	...	...	...	2	81	87	73
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	1	14	12	11	...	...	...	...	...	...	...	...	1	2	2	2
Other Schools	...	...	...	...	3	102	68	44	...	...	...	...	3	196	188	140
Total	26	280	273	217	3	102	68	44	...	...	...	...	6	279	277	215
Total of Schools of Public Instruction	70	3,966	3,711	2,966	1,327	32,013	30,789	21,113	8	554	540	362	1,571	51,757	59,604	36,792

Private Institutions —
1. Advanced, teaching—
   (*a*) Arabic or Persian . . . . . .
   (*b*) Sanskrit . . . . . .
2. Elementary teaching—a Vernacular only or mainly .
3. Elementary teaching—the Koran . . . . . .
4. Other Schools not conforming to Departmental Standards

TABLE III.

Province of Assam for the official year 1896-97.

Management.				Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning—			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	REMARKS.
Unaided.																
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	European and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	27	25	20	1	27	27	27	...	...	...	26	1	...	...	...	
6	1,054	992	768	21	3,931	3,911	2,375	1,905	2	38	3,196	547	148	...	...	
12	378	813	601	66	4,631	2,789	89	4,556	3	219	3,392	742	275	13	...	
1	43	31	21	48	2,985	...	38	2,908	...	10	2,282	553	140	6	...	
...	...	...	...	2	76	...	...	76	...	...	71	3	2	...	...	
19	1,975	1,836	1,390	137	11,623	6,700	2,502	9,445	5	267	8,941	1,845	565	19	...	
3	144	114	75	107	4,120	7	...	4,120	...	56	3,071	776	217	42	...	
189	5,638	5,024	4,102	2,680	75,835	524	586	75,815	...	2,796	50,323	13,630	9,086	4,113	...	
1	48	40	35	5	253	121	...	253	1	138	65	...	49	...	12	
30	476	460	362	254	4,059	118	182	4,059	...	389	2,658	721	291	...	302	
223	6,306	5,638	4,574	3,046	84,267	770	768	84,247	1	3,379	56,117	15,127	9,643	4,155	314	
2	17	18	17	29	364	49	24	325	...	112	181	10	61	...	...	
1	18	19	17	1	18	1	...	17	...	15	...	...	3	...	...	
3	47	47	35	3	47	47	...	...	...	...	44	3	...	...	...	
...	...	...	...	2	16	14	...	...	...	...	15	1	...	...	...	
...	...	...	...	6	298	18	280	109	18	...	56	224	...	...	8	
6	82	84	69	41	743	129	304	451	18	127	296	238	64	...	8	
249	8,390	7,583	6,053	3,225	96,660	7,626	3,601	94,143	24	3,773	65,380	17,211	10,272	4,174	322	
. . . . .				21	845	...	830	15	...	...	...	845	...	19	...	
. . . . .				82	1,802	...	1,802	34	...	...	1,768	...	34	...	...	
For Boys . . .				8	85	...	...	85	...	...	85	...	...	...	...	
For Boys . . .				181	3,644	...	3,644	...	...	...	...	3,644	...	3	...	
„ Girls . . .				4	75	...	75	...	...	...	...	75	...	...	...	
For Boys . . .				(a) 12	410	341	75	252	...	...	316	27	67	...	...	
„ Girls . . .				1	20	...	...	20	...	2	18	...	...	...	...	
Total .				309	6,881	341	6,426	406	...	2	2,187	4,591	101	22	...	
GRAND TOTAL .				3,534	103,541	7,967	10,027	94,549	24	3,775	67,567	21,802	10,373	4,196	322	

(a) Includes one High School with 98 pupils not recognised by the Calcutta University.

Return of Expenditure on Public Instruction in

Public Ins

OBJECTS OF EXPENDITURE.	Under Public Management															
	Managed by Government.							Managed by Local Fund and Municipal Boards.							Maintained by		
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowment and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGE.																	
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																	
School Education, General. — *For Boys*— High Schools	22,398	...	...	38,649	...	652	61,699	...	...	...	...	...	...	...	...	...	...
Middle Schools — English	3,352	...	...	1,112	...	...	4,464	...	...	...	...	...	...	...	...	...	...
Middle Schools — Vernacular	8,969	...	...	3,854	...	...	12,823	...	1,379	...	94	...	...	1,473	...	...	...
For Girls— Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	34,719	...	...	43,615	...	652	78,986	...	1,379	...	94	...	...	1,473	...	...	...
Primary Schools.																	
For Boys— Upper Primary	272	...	...	...	...	...	272	...	...	...	...	...	...	...	...	...	...
Lower ditto	2,013	...	...	...	...	...	2,013	...	68,964	2,633	5,702	1,826	868	79,993	4,119	...	...
For Girls— Upper Primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ditto	...	...	...	...	...	...	...	...	9,095	462	17	15	36	9,625	...	...	...
Total	2,285	...	...	...	...	...	2,285	...	78,059	3,095	5,719	1,841	904	89,618	4,119	...	...
Schools for Special Instruction.																	
School Education, Special. — Training Schools for Masters	12,475	5,021	...	...	...	...	17,496	...	...	...	...	...	...	...	...	...	...
Ditto for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	3,036	3,036	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	510	...	...	...	510	...	...	...
Total	12,475	5,021	...	...	...	3,036	20,532	...	...	510	...	...	...	510	...	...	...
Buildings	1,704	...	...	...	...	...	1,704	...	111	580	...	22	187	900	...	...	...
Furniture and Apparatus (Special grants only)	...	16	...	...	...	...	16	...	85	32	...	...	21	138	...	...	...
Total	1,704	16	...	...	...	...	1,720	...	196	612	...	22	208	1,038	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special Schools other than Training School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	51,183	5,037	...	43,615	...	3,658	1,03,533	...	79,634	4,217	5,813	1,863	1,112	92,639	4,119	...	...

TABLE IV.

the Province of Assam for the official year 1896-97.

t tutions.																				
				Under Private Management.										Total Expenditure from						
Native States.				Aided by Government or by Local Fund or Municipal Boards.							Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	666	...	3,434	4,100	...	...	...	666	3,434	4,100	
...	...	...	...	5,905	...	...	13,897	147	347	20,296	13,553	...	4,895	18,448	28,303	...	...	66,099	6,041	1,00,448	
...	...	...	...	360	19,704	120	15,749	13,314	723	49,970	1,767	1,798	5,055	8,620	3,712	19,704	480	18,628	20,530	63,054	
...	...	...	...	240	6,640	...	4,294	4,512	554	16,240	38	90	11	139	9,209	8,019	...	8,280	5,167	30,675	
...	...	...	...	...	480	360	...	190	40	1,070	...	...	...	...	...	480	360	...	230	1,070	
...	...	...	...	6,505	26,824	480	33,940	18,163	1,664	87,576	15,858	1,888	9,961	27,207	41,224	28,203	840	93,007	31,968	1,95,242	
...	...	...	...	37	11,616	300	6,322	4,659	491	23,425	43	260	52	355	309	11,616	300	6,365	5,462	24,052	
...	...	...	4,119	8,722	64,101	163	15,952	2,251	40,885	1,32,074	1,783	473	628	2,884	10,735	1,33,065	2,796	23,437	51,050	2,21,083	
...	...	...	...	160	120	84	63	36	1,120	1,583	...	...	240	240	160	120	84	63	1,896	1,823	
...	...	...	...	691	1,180	759	135	273	2,495	5,461	66	107	...	173	691	10,203	1,221	218	2,926	15,259	
...	...	...	4,119	9,610	76,945	1,306	22,472	7,219	44,991	1,62,543	1,892	840	920	3,652	11,895	1,55,004	4,401	30,083	60,834	2,62,217	
...	...	...	...	1,036	755	...	...	...	1,705	3,496	...	540	451	991	13,511	5,776	...	...	2,696	21,983	
...	...	...	...	...	...	...	...	...	...	...	...	...	887	887	...	...	...	...	887	887	
...	...	...	...	...	...	...	...	...	...	...	3,025	...	...	3,025	...	...	...	3,025	...	3,025	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,036	3,036	
...	...	...	...	1,820	576	...	3,703	183	328	6,610	...	...	...	...	1,820	576	510	3,703	511	7,120	
...	...	...	...	2,856	1,331	...	3,703	183	2,033	10,106	3,025	540	1,338	4,903	15,331	6,352	510	6,728	7,130	36,051	
...	...	...	...	427	1,347	50	20	2,265	774	4,881	...	38	8,524	8,562	2,131	1,458	630	20	11,808	16,047	
...	...	...	...	...	250	...	10	440	239	939	...	105	183	288	...	351	32	10	988	1,381	
...	...	...	...	427	1,597	50	30	2,705	1,011	5,820	...	143	8,707	8,850	2,131	1,809	662	30	12,796	17,428	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,077	...	...	...	...	27,077	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38,603	1,557	...	...	...	40,160	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20,374	...	...	...	...	20,374	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,360	...	...	...	...	1,360	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12,790	8,606	...	...	2,612	24,008	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,723	...	...	1,298	4,021	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,786	480	...	...	...	4,266	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,124	4,433	209	20	2,271	14,057	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,11,614	17,799	209	20	6,181	1,35,823	
...	...	...	4,119	19,398	1,06,697	1,836	60,145	28,270	49,699	2,66,045	20,941	3,411	24,360	48,712	1,82,195	2,09,167	6,622	1,30,534	1,22,343	6,50,861	

Return of the stages of Instruction of Pupils in Public schools for general

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. 1			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—										
For Boys.	Government	English	13	2,271	621	...	621	598	...	598
		Vernacular	17	1,156	5	...	5	206	...	206
	Local Fund	Vernacular	1	50	...	...	...	3	...	3
	Aided	English	56	4,359	284	...	284	768	1	769
		Vernacular	29	1,736	6	...	6	357	...	357
	Unaided	English	18	1,932	326	...	326	393	...	393
		Vernacular	1	43	...	...	...	4	...	4
	Total		135	11,547	1,242	...	1,242	2,329	1	2,330
For Girls.	Aided	Vernacular	2	76	...	...	...	...	1	1
	Total		2	76	...	...	...	...	1	1
Total Secondary Schools			137	11,623	1,242	...	1,242	2,329	2	2,331
PRIMARY SCHOOLS—										
For Boys.	Government		17	342	...	...	...	...	...	...
	Local Fund		1,103	27,884	...	...	...	...	...	...
	Municipal		22	1,017	...	...	...	2	...	2
	Native States		8	554	...	...	...	...	...	...
	Aided		1,445	44,376	...	...	...	17	...	17
	Unaided		192	5,782	...	...	...	..	...	...
	Total		2,787	79,955	...	...	...	19	..	19
For Girls.	Local Fund		191	2,787	...	...	...	...	...	...
	Municipal		4	70	...	...	...	...	...	...
	Aided		33	931	...	3	3	...	7	7
	Unaided		31	524	...	...	...	...	...	...
	Total		259	4,312	...	3	3	...	7	7
Total Primary Schools			3,046	84,267	...	3	3	19	7	26
GRAND TOTAL			3,183	95,890	1,242	3	1,245	2,348	9	2,357

TABLE V.

education in the Province of Assam at the end of the official year 1896-97.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Comprising all pupils who have not passed beyond the lower primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
424	2	426	625	1	626	...	...	...	2,268	3	2,271
246	...	246	621	...	621	78	...	78	1,156	...	1,156
11	...	11	30	...	30	6	...	6	50	...	50
1,088	1	1,089	2,149	...	2,149	67	1	68	4,356	3	4,359
464	...	464	791	...	791	112	6	118	1,730	6	1,736
516	6	522	669	1	670	21	...	21	1,925	7	1,932
19	...	19	15	...	15	5	...	5	43	...	43
2,768	9	2,777	4,900	2	4,902	289	7	296	11,528	19	11,547
...	3	3	...	72	72	...	...	...	...	76	76
...	3	3	...	72	72	...	...	...	...	76	76
2,768	12	2,780	4,900	74	4,974	289	7	296	11,528	95	11,623
4	...	4	286	7	293	43	2	45	333	9	342
205	1	206	20,888	488	21,376	6,106	196	6,302	27,199	685	27,884
11	...	11	815	9	824	177	3	180	1,005	12	1,017
...	...	...	554	...	554	...	...	...	554	...	554
1,096	2	1,098	35,330	2,722	38,052	4,785	424	5,209	41,228	3,148	44,376
28	...	28	4,190	228	4,418	1,263	73	1,336	5,481	301	5,782
1,344	3	1,347	62,063	3,454	65,517	12,374	698	13,072	75,800	4,155	79,955
...	3	3	162	2,011	2,173	28	583	611	190	2,597	2,787
...	1	1	...	69	69	...	...	..	...	70	70
3	48	51	108	743	851	...	19	19	111	820	931
...	4	4	13	363	376	...	144	144	13	511	524
3	56	59	283	3,186	3,469	28	746	774	314	3,998	4,312
1,347	59	1,406	62,346	6,640	69,986	12,402	1,444	13,846	76,114	8,153	84,267
4 115	71	4,186	67,246	6,714	73,960	12,691	1,451	14,142	87,642	8,248	95,890

Education, General Table VI.

Return showing the Results of Prescribed Examinations in Assam during the official year 1896-97.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number passed.					Race or Creed of passed Scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	2
Arts College—																				
First Examination in Arts	...	...	1	1	...	...	13	...	13	...	...	6	...	6	...	...	6	...	...	
Schools for General Education—																				
Matriculation — Boys	10	5	6	21	96	50	27	6	179	78	26	14	...	118(*a*)	...	3	112	2	1	
Middle School Examination — Boys	16	67	4	87	66	301	18	21	406	54	221	15	9	299	..	9	257	30	3	
Middle School Examination — Girls	...	4	...	4	...	7	...	...	7	...	3	...	...	3	...	2	1	...	...	
Upper Primary Examination — Boys	5	84	1	90	9	271	2	4	286	7	173	2	2	184	...	...	160	19	5	
Upper Primary Examination — Girls	1	5	...	6	2	12	...	...	14	2	4	...	...	6	...	2	4	...	...	
Lower „ „ — Boys	474	581	18	1,073	1,186	1,648	75	4	2,913	701	1,064	53	1	1,819	...	39	1,421	256	103	
Lower „ „ — Girls	6	10	2	18	12	42	4	...	58	4	30	1	...	35	...	16	12	3	4	
Schools for Special Instruction—																				
1. Training School Examination for Masters — Upper	2	...	...	2	25	...	...	11	36	18	...	...	4	22	...	1	21	...	...	
1. Training School Examination for Masters — Lower	19	2	...	21	97	16	...	7	120	69	1	...	4	74	...	5	63	1	5	
2. Industrial School Examination	1	...	...	1	5	...	...	...	5	4	...	...	...	4	...	...	4	...	...	

(*a*) Includes 1 pass from the Shillong Training School which is combined with the High School.

Return showing the Distribution of Local Funds and Municipal Expenditure

OBJECTS OF EXPENDITURE.	Expenditure of Local Fund Boards on Public Instruction.														
	In Institutions managed by Local Fund Boards.											In Institutions managed by			Total Local Fund Expenditure on Public Instruction.
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscription.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
SECONDARY SCHOOLS.															
School Education General. — *For Boys*— Middle Schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	19,704	19,704
Middle Schools — Vernacular	4	153	135	91	...	1,379	...	94	...	...	1,473	...		6,640	8,019
For Girls— Middle Schools....Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	480	480
TOTAL	4	153	135	91	..	1,379	...	94	...	...	1,473	...	...	26,824	28,203
PRIMARY SCHOOLS.															
For Boys — Upper Primary	...	...	...	...	...	...	...	...	...	...	...	...	...	11,616	11,616
For Boys — Lower do.	1,103	27,884	26,846	18,220	...	68,957	...	5,088	1,826	868	76,739	...	7	64,101	1,33,065
For Girls — Upper Primary	...	...	...	...	...	...	...	...	...	...	...	...	...	120	120
For Girls — Lower do.	191	2,787	2,762	2,037	...	9,021	...	17	15	36	9,089	...	74	1,108	10,203
TOTAL	1,294	30,671	29,608	20,257	...	77,978	...	5,105	1,841	904	85,828	...	81	76,945	1,55,004
Schools for Special Instruction— School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	5,114	...	662	5,776
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	..	576	576
TOTAL	...	...	...	...	...	...	...	...	...	...	...	5,114	...	1,238	6,352
Buildings	...	...	...	...	...	111	...	...	22	187	320	...	...	1,347	1,458
Furniture and Apparatus (Special grants only)	...	...	...	...	...	85	...	...	...	21	106	16	...	250	351
TOTAL		...	...	...	...	196	...	...	22	208	426	16	...	1,597	1,809
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,557
Scholarships held in — Secondary Schools	...	...	...	..	...	...	...	...	...	...	...	...	...	...	8,606
Scholarships held in — Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,723
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...	...	...	...	...	..	...	...	480
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	..	...	4,433
TOTAL	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17,799
GRAND TOTAL	1,298	30,824	29,743	20,348	...	79,553	...	5,199	1,863	1,112	87,727	5,130	81	1,06,604	2,09,167

I.—The sum of the expenditure in columns 12 and 27 should agree with the expenditure shown in column 15 of General Table IV.

III.—The expenditure under Inspection, Scholarships, and Miscellaneous

TABLE VII.

on Public Instruction in the Province of Assam for the official year 1896-97.

Expenditure of Municipal Boards on Public Instruction.														Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	REMARKS.
In Institutions managed by Municipal Boards.											In Institutions managed by					
Number of Institutions.	Number of Scholars on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local fund grants	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private persons or Associations.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	480	480	20,184	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,019	
...	...	...	...	...	...	...	...	...	...	...	...	...	360	360	840	
...	...	...	...	...	...	...	...	...	...	...	...	...	840	840	29,043	
...	...	...	...	...	...	...	...	...	...	...	...	...	300	300	11,916	
22	1,017	907	683	...	2,633	7	614	...	...	3,254	...	...	168	2,796	1,35,861	
...	...	...	...	...	...	...	...	...	...	...	...	...	84	84	204	
4	70	71	38	...	462	74	...	...	...	536	...	...	759	1,221	11,424	
26	1,087	978	721	...	3,095	81	614	...	...	3,790	...	...	1,306	4,401	1,59,405	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,776	
3	102	68	44	...	510	...	...	...	..	510	...	...	...	510	1,086	
3	102	68	44	...	510	...	...	...	...	510	...	...	...	510	6,862	
...	...	...	...	...	580	...	...	...	...	580	...	...	50	630	2,088	
...	...	...	...	...	32	...	...	...	...	32	...	...	...	32	383	
...	...	...	...	...	612	...	...	...	...	612	...	...	50	662	2,471	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,557	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,606	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,723	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	480	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	209	4,642	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	209	18,008	
29	1,189	1,046	765	...	4,217	81	614	...	...	4,912	...	...	2,196	6,622	2,15,789	

II.—The sum of the expenditure in columns 16 and 31 should agree with the expenditure shown in columns 28 and 29, respectively, of General Table IV. should be shown only in columns 16, 31 and 32, and not in the other columns.

Education, General Table VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses attached to School in the Province of Assam for the official year 1896-97.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government . .	12	256	...	183	...	73	3,489	...	...	...	3,489	
2. Unaided . . .	31	302	...	172	127	3	...	..	818	...	818	

SUBSIDIARY TABLES.

General Statistics of Educational Institutions.

CLASS OF INSTRUCTION.			1891-92.		1896-97.	
			Schools.	Pupils.	Schools.	Pupils.
Public Institutions.						
University Education		Arts Colleges	...	...	1	27
School Education, General	Secondary, boys'	High Schools	18	3,452	21	3,931
		Middle English	49	3,999	66	4,631
		„ Vernacular	43	2,854	48	2,985
	„ girls'	„ „	2	48	2	76
	Primary	For boys	2,217	64,502	2,787	79,955
		„ girls	148	2,411	259	4,312
School Education, Special	Training Schools and classes for Masters		16	352	29	364
	„ „ „ Mistresses		1	29	1	18
	Industrial Schools		2	10	2	16
	European and Eurasian Schools		1	23	1	18
	Law Classes		2	39	3	47
	Other Schools		3	182	5	280
	TOTAL		2,502	77,901	3,225	96,660
Private Institutions.						
Arabic or Persian			12	364	21	845
Sanskrit			76	1,434	82	1,802
Elementary Vernacular		Boys'	9	178	8	85
Koran Schools		Boys'	179	3,358	181	3,644
		Girls'	13	123	4	75
Other „		Boys'	9	280	12	410
		Girls'	...	...	1	20
	TOTAL		298	5,737	309	6,881
	GRAND TOTAL		2,800	83,638	3,534	103,541

Progress of Public Institutions for the last ten years.

YEAR.	Schools.	Pupils.	INCREASE IN		DECREASE IN	
			Schools.	Pupils.	Schools.	Pupils.
1886-87	2,045	64,976	124	4,148	...	...
1887-88	2,199	70,538	154	5,562	...	...
1888-89	2,349	74,899	150	4,361	...	...
1889-90	2,320	74,167	...	...	29	732
1890-91	2,356	73,095	36	...	...	1,072
1891-92	2,502	77,901	146	4,806	...	...
1892-93	2,661	81,985	160	4,084	...	...
1893-94	2,751	84,881	90	2,896	...	...
1894-95	2,939	89,843	188	4,962	...	...
1895-96	3,091	93,682	152	3,839	...	...
1896-97	3,225	96,660	134	2,978	...	...

District Statistics of Public Institutions.

DISTRICT.	1891-92.			1896-97.		
	Institutions.	Pupils.	Average per Institution.	Institutions.	Pupils.	Average per Institution.
Cachar	192	5,001	26	267	7,343	28
Sylhet	808	28,963	36	1,126	38,643	34
Goalpara	212	5,455	26	238	6,232	26
Kamrup	362	11,659	32	385	11,641	30
Darrang	135	3,668	27	158	4,188	27
Nowgong	177	5,615	32	183	5,712	31
Sibsagar	281	9,188	33	370	11,258	30
Lakhimpur	113	3,189	28	142	3,783	27
Naga Hills	17	332	20	15	292	19
Khasi and Jaintia Hills	158	3,888	25	279	5,986	21
Garo Hills	47	943	20	52	951	18
Manipur	...	...	...	9	604	66
TOTAL	2,502	77,901	31	3,225	96,660	30

Summary of Public Schools.

Class of School.	Number of Schools.	Average roll number monthly.	Average daily attendance.	Percentage of attendance or average roll number.	Average yearly cost of educating each pupil.		Percentage of State cost on total cost of each class of schools.
					To the Government.	Total.	
					₹ a. p.	₹ a. p.	
High Schools.							
Government	10	1,918	1,546	80·60	11 10 10	32 2 8	36·30
Aided	5	819	694	84·73	7 3 4	24 12 6	29·09
Unaided	6	992	768	77·41	...	18 9 6	...
Total	21	3,729	3,008	80·66	7 9 5	26 14 11	...
Total for 1891-92	18	3,432	2,682	78·09	9 3 2	24 10 4	...
Middle English.							
Government	3	222	194	87·38	15 1 0	20 1 2	75·09
Aided	51	3,200	2,442	76·31	6 4 11	15 9 10	40·39
Unaided	12	813	601	73·92	...	10 9 8	4·18
Total	66	4,235	3,237	76·43	5 8 11	14 14 3	...
Total for 1891-92	49	3,674	2,791	75·97	4 4 0	12 13 11	...
Middle Vernacular.							
Government	14	981	747	76·14	9 2 3	13 1 2	69·93
Local Board	4	135	91	67·40	10 3 5	10 14 6	93·62
Aided	31	1,622	1,225	75·52	4 12 2	10 10 9	44·59
Unaided	1	31	21	67·74	...	4 7 9	...
Total	50	2,769	2,084	75·26	6 8 4	11 7 5	...
Total for 1891-92	45	2,718	2,101	77·30	5 11 7	10 10 9	...
Upper Primary.							
Government	1	39	33	84·61	6 15 7	6 15 7	100·00
Aided	107	3,857	2,923	75·78	3 3 1	6 7 8	49·25
Unaided	4	154	110	71·42	...	3 13 10	...
Total	112	4,050	3,066	75·71	3 1 9	6 6 2	...
Total for 1891-92	104	3,646	2,748	75·37	3 4 10	6 1 0	...
Lower Primary.							
Government	16	278	229	82·37	7 3 10	7 3 10	100·00
Local Fund and Municipal	1,320	30,586	20,978	68·55	2 10 5	2 14 10	90·55
Aided	1,371	49,829	29,293	58·78	1 8 3	2 12 1	54·93
Unaided	219	5,484	4,464	81·40	...	0 8 11	...
Native States	8	540	362	67·03	...	7 10 1	...
Total	2,934	86,717	55,326	63·80	1 13 3	2 11 7	...
Total for 1891-92	2,261	58,585	42,892	73·21	2 0 10	2 14 1	...

Total Expenditure on Education.

	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
	₹	₹	₹	₹	₹	₹
From Provincial . . .	1,68,054	1,79,506	1,87,060	1,98,004	1,92,444	1,82,195
„ Local Rate Fund . .	1,61,311	1,64,673	1,70,739	1,85,945	1,98,074	2,09,167
„ Municipal „ . .	4,673	4,058	4,803	5,022	5,835	6,622
„ Other sources . . .	1,84,243	1,91,783	2,06,018	2,28,582	2,47,644	2,52,877
TOTAL .	5,18,281	5,40,020	5,68,620	6,17,553	6,43,997	6,50,861

Comparison of Expenditure from "Other sources."

	1891-92.	1896-97.
	₹	₹
Goalpara Trust Fund	560	560
Williamson „ „	2,779	3,396
Mohsin „ „	743	745
Contributions by Welsh Mission, Khasi and Jaintia Hills	24,082	50,536
„ American Mission, Garo Hills	5,332	4,061
„ „ „ Naga Hills	864	782
„ „ „ other people	14,263	23,666
„ Manipur Native State Revenue	...	4,119
Subscriptions	23,533	33,544
Sale-proceeds of books, etc.	581	39
Fees in Assam Schools and Colleges	1,08,844	1,30,514
Examination fees and fines for the transfer of scholarships	1,189	915
Fees in Calcutta University	1,473	...
TOTAL .	1,84,243	2,52,877

Provincial Budget and Expenditure for 1896-97.

HEAD OF CHARGES.		Revised sanctioned budget.	Expenditure as shown by the Department.	Expenditure as shown by the Comptroller's preliminary statements.	DIFFERENCE.
		₹	₹	₹	₹
Direction		27,895	27,077	27,077	...
Inspection		38,500	38,603	38,603	...
Government Schools	High	61,947	60,756	60,756	...
	Middle	17,306	16,705	16,705	...
	Primary	2,900	2,285	2,285	...
	Special	12,200	12,656	12,656	...
Grants-in-aid		21,472	20,153	20,153	...
Scholarships in Assam		11,140	13,498	13,498	...
Miscellaneous		3,300	3,884	3,884	...
Refunds		40	34	34	...
	Total .	1,96,700	1,95,651	1,95,651	...

Local Budget and Expenditure for 1896-97.

1	Sanctioned revised Budget Estimate.	Expenditure as returned by Local Boards and used in this report.	Difference of columns 2 and 3.	Total expenditure.	Percentage of expenditure in column 3 on total expenditure.
	2	3	4	5	6
	₹	₹	₹	₹	
Silchar	12,131	12,206	25	66,217	18·43
Hailakandi	5,250	5,072	178	28,119	18·03
TOTAL	17,481	17,278	203	94,336	18·31
North Sylhet	19,300	18,937	363	83,695	22·62
Habiganj	17,634	17,083	551	74,056	23·06
Sunamganj	12,228	11,054	1,174	48,261	22·93
South Sylhet	19,123	18,958	165	73,708	25·72
Karimganj	13,461	13,155	306	74,733	17·60
TOTAL	81,746	79,187	2,559	3,54,393	22·34
Dhubri	12,500	12,306	194	65,279	18·85
Goalpara	8,190	6,760	1,430	36,884	18·32
TOTAL	20,690	19,066	1,624	1,03,163	18·66
Gauhati	21,973	21,980	—7	1,06,561	20·62
Barpeta	7,288	7,288	...	28,565	25·51
TOTAL	29,261	29,268	—7	1,35,136	21·66
Tezpur	6,429	6,405	24	55,789	11·48
Mangaldai	7,873	7,058	815	52,003	13·57
TOTAL	14,302	13,463	839	1,07,792	12·49
Nowgong	13,837	15,246	—1,409	59,504	25·62
Sibsagar	10,329	9,579	750	71,418	13·41
Jorhat	8,500	8,402	98	45,228	18·57
Golaghat	6,605	6,468	137	35,294	18·32
TOTAL	25,434	24,449	985	1,51,935	16·09
Dibrugarh	9,400	8,000	1,400	60,852	13·14
North Lakhimpur	4,156	3,435	721	37,260	9·21
TOTAL	13,556	11,435	2,121	98,112	11·65
GRAND TOTAL	2,16,307	2,09,392*	6,915	11,03,361	18·97

* This differs from the figure shown in column 35 of General Table IV by R225 due to the officers having submitted different sets of figures in their returns and reports.

Comparison of Expenditure.

	1891-92.							1896-97.						
	Provincial.	Local Fund.	Municipal.	Fees.	Subscriptions.	Endowments, contributions and other sources.	Total.	Provincial.	Local Fund.	Municipal.	Fees.	Subscriptions.	Endowments, contributions and other sources.	Total.
	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹	₹
Government Schools	50,133	82,709	3,277	49,828	2,177	4,090	1,92,214	49,479	84,459	3,605	49,428	1,841	4,592	1,93,404
Aided	12,317	64,977	1,001	42,900	17,823	26,847	1,65,863	18,971	1,05,100	1,786	60,115	25,565	4,688	2,60,225
Unaided	....	....	215	15,755	1,707	8,601	26,278	...	...	360	20,94	8,268	15,293	39,862
Native State Schools (Manipur)	...	...	...	...	...	...	...	...	...	...	...	..	4,119	4,119
Scholarships	29,626	9,834	...	381	...	40,441	33,810	11,809	...	...	...	3,910	54,529	
Direction, etc.	75,978	3,791	180	3,023	1,826	8,687	93,485	74,935	7,799	871	50	2,870	2,197	98,722
TOTAL	1,68,054	1,61,311	4,673	1,11,506	23,533	49,204	5,18,281	1,82,195	2,09,167	6,622	1,30,534	83,544	,,799	6,50,861

Direct Expenditure.

	Number of institutions.	Average number on roll.	Provincial.	Local.	Municipal.	Fees.	Subscriptions.	Endowments, contributions, etc.	Total.	Cost per head.
1891-92.			R	R	R	R	R	R	R	R a. p.
Secondary — High	18	3,432	26,750	4,810	...	49,194	762	3,064	84,580	24 10 4
Secondary — Middle English (boys')	49	3,674	1,634	13,471	519	16,901	7,555	7,211	47,291	12 13 11
Secondary — Middle Vernacular (boys')	43	2,664	8,463	6,014	300	8,858	4,334	149	28,118	10 8 11
Secondary — Middle Vernacular (girls')	2	54	...	482	300	...	111	...	893	16 8 6
TOTAL	112	9,824	36,847	24,777	1,119	74,953	12,762	10,424	1,60,882	...
Primary — Upper (boys')	104	3,646	238	11,680	120	5,644	4,227	197	22,106	6 1 0
Primary — Lower (boys')	2,113	56,231	10,247	1,01,319	1,922	20,985	4,027	20,349	1,59,349	2 10 1
Primary — „ (girls')	148	2,354	887	5,061	932	217	633	1,739	9,469	6 15 11
TOTAL	2,365	62,231	11,372	1,18,060	2,974	26,846	8,887	22,785	1,90,924	...
Training (boys')	16	350	12,172	4,801	...	53	...	2,564	19,590	55 15 7
„ (mistresses')	1	31	83	...	...	...	...	1,411	1,494	48 3 1
European and Eurasian	1	25	1,976	...	...	4,241	...	...	6,217	248 10 10
Williamson Engineering and Surveying School	1	4	...	...	...	...	...	1,274	1,274	318 8 0
Williamson Artizan School	1	5	...	...	...	...	...	668	668	133 9 7
Law classes	2	34	...	...	...	2,345	...	...	2,345	60 11 9
Other Special Schools	3	179	...	48	400	45	58	410	961	5 5 11
TOTAL	25	633	14,231	4,849	400	6,684	58	6,327	32,549	.....
GRAND TOTAL	2,502	72,683	62,450	1,47,686	4,493	1,08,483	21,707	39,536	3,84,355	.....
1896-97.										
University Arts College	1	25	...	...	...	666	...	3,434	4,100	.....
Secondary — High	21	3,729	28,303	...	...	66,099	147	5,894	1,00,443	26 14 11
Secondary — Middle English (boys')	66	4,235	3,712	19,704	480	13,628	15,112	5,413	63,054	14 14 3
Secondary — Middle Vernacular (boys')	43	2,711	9,209	8,019	...	8,280	4,602	565	30,675	11 5 0
Secondary — Middle Vernacular (girls')	2	58	...	480	360	...	190	40	1,070	.....
TOTAL	137	10,733	41,224	28,203	840	93,007	20,051	11,917	1,95,242	.....
Primary — Upper (boys')	107	3,830	309	11,616	300	6,365	4,919	543	24,052	6 4 5
Primary — „ (girls')	5	220	160	120	84	63	36	1,360	1,823	.....
Primary — Lower (boys')	2,680	82,677	10,735	1,33,065	2,796	23,437	4,550	46,500	2,21,083	2 10 8
Primary — „ (girls')	254	4,040	691	10,263	1,221	218	395	2,531	15,259	.....
TOTAL	3,046	90,767	11,895	1,55,004	4,401	30,083	9,900	50,934	2,62,217	.....
Training Schools and Classes (Masters')	29	366	13,511	5,776	...	...	540	2,156	21,983	59 12 5
Training Schools and Classes (Mistresses')	1	19	...	...	...	...	...	887	887	.....
European and Eurasian	1	21	1,320	...	...	3,585	...	...	5,405	.....
Williamson Artizan School	1	12	...	...	...	...	...	3,036	3,036	.....
Mechanical Apprentice class, Tezpur	1	2	...	...	...	...	...	...	...	.....
Law Schools	3	47	...	...	...	3,025	...	...	3,025	.....
Other Special Schools	5	235	...	576	510	118	183	328	1,715	.....
TOTAL	41	702	15,331	6,352	510	6,728	723	6,407	36,051	.....
GRAND TOTAL	3,225	1,02,227	68,450	1,89,559	5,751	1,30,484	30,674	72,692	4,97,610	.....

Municipal Expenditure.

No.	Name of Municipality or Union.	Spent on education.			Total expenditure.			Percentage of Total expenditure.		
		1894-95.	1895-96.	1896-97.	1894-95.	1895-96.	1896-97.	1894-95.	1895-96.	1896-97.
		₹	₹	₹	₹	₹	₹	₹	₹	₹
1	Silchar	437	451	509	19,048	19,456	2,346	2·30	2·31	2·17
2	Sylhet	466	581	507	19,820	23,873	20,571	2·35	2·43	2·30
3	Habiganj	135	165	115	4,634	4,787	4,432	2·91	3·44	2·59
4	Dhubri	286	313	553	7,055	15,711	8,813	4·05	1·98	3·52
5	Goalpara	147	216	270	5,721	5,982	5,511	2·57	3·61	4·89
6	Gauhati	877	1,016	1,086	40,491	44,127	32,395	2·16	2·30	3·35
7	Barpeta	264	371	379	6,798	9,859	10,950	3·88	3·76	3·45
8	Sibsagar	557	576	513	9,621	11,784	10,242	5·79	4·55	5·00
9	Jorhat	308	311	276	5,858	5,158	4,689	5·26	6·03	5·89
10	Golaghat	225	192	326	6,347	6,373	5,747	3·54	3·01	5·67
11	Dibrugarh	960	859	755	25,101	32,071	29,051	3·82	2·67	2·59
12	Shillong	540	540	540	20,705	20,812	21,637	2·61	2·59	2·49
13	Tezpur	146	338	457	10,089	18,179	18,709	1·44	1·85	2·44
14	Mangaldai	120	120	120	3,259	2,915	3,751	3·68	4·12	3·19
15	Nowgong	...	165	413	...	10,250	12,095	...	1·61	3·41
	Total	5,468	6,214	6,819*	1,81,288	2,31,337	1,90,939	3·02	2·69	3·57

* This is the gross expenditure and exceeds that in column 36 of General Table IV where net expenditure is given.

No.	Name of Municipality or Union.	Municipal School.		Other Schools receiving Municipal contribution.				Number and class of Schools within Municipal limits.					
		Special.	Primary.	High.	Middle.	Primary.	Special.	High.	Middle.	Training Schools or classes.	Primary.	Special.	Total.
1	Silchar	...	2	...	...	1	1	1	1	...	6	...	8
2	Sylhet	...	4	...	...	1	...	2	1	...	6	3	12
3	Habiganj	...	1	...	...	...	...	1	1	...	4	...	6
4	Dhubri	...	1	...	1	...	...	1	1	...	1	...	3
5	Goalpara	...	2	...	...	1	...	...	1	1	3	...	5
6	Gauhati	1	4	...	...	2	...	2	1	2	6	1	12
7	Barpeta	1	2	...	...	...	...	1	...	7	...	2	10
8	Sibsagar	...	1	...	...	1	...	2	1	1	2	...	6
9	Jorhat	...	2	...	...	...	...	2	1	1	2	...	6
10	Golaghat	...	2	...	...	...	...	1	...	...	2	...	3
11	Dibrugarh	...	2	...	1	...	...	1	2	1	3	1	8
12	Shillong	...	...	...	1	1	...	1	1	1	5	...	8
13	Tezpur	1	1	...	...	1	...	1	1	2	2	2	8
14	Mangaldai	...	...	...	1	...	...	...	1	1	...	...	2
15	Nowgong	...	2	...	...	1	...	1	1	1	4	...	7
	Total	3	26	...	4	9	1	17	14	18	46	9	104

Inspection by Deputy Inspectors, 1896-97.

		Days serving as Deputy Inspector.	Days on tour.	Visits paid.
Surma Valley	Babu Nava Kisor Sen	275	138	146
	„ Padmanath Bhattacharjya Bidyabinod, M.A.	90	65	71
Lower Assam	„ Girischandra Datta	365	203	165
Central „	„ Haran Chandra Das Gupta	365	202	245
Upper „	„ Ratna Dhar Datta	214	98	76
	„ Prasanna Chandra Mukerji	95	62	40
	Munshi Tayab Ali	56	45	41

Inspection by Sub-Inspectors, 1896-97.

Division and district.	Officer.	Area of district.	Number of Schools on 1st April, according to last year's return.	Number of Schools at work on 31st March.	Number of days on tour.	Visits paid.	Miles travelled.	Number of days included in column 6 in which officers (Sub-Inspectors) proceeded from head-quarters to a distance of less than five miles and returned on the same day.
Surma Valley	Sub-Inspector, Silchar	3,293	166	162	280	298	1,675	19
	„ Hailakandi	457	92	104	261	353	1,838	51
	Average for two officers	...	...	...	270	325	...	...
	Sub-Inspector, Habiganj	969	217	224	263	329	2,085	7
	„ Karimganj	1,033	191	196	261	311	1,687	20
	„ Sunamganj	1,415	163	191	260	266	2,736	...
	„ North Sylhet	1,051	245	261	290	474	2,537	3
	„ South Sylhet	888	251	256	314	476	2,106	14
	Average for five officers	...	...	...	278	371	...	...
Lower Assam	Sub-Inspector, Goalpara	3,954	112	116	245	238	1,470	...
	„ Dhubri		119	122	255	292	2,206	8
	Average for two officers	...	...	...	250	265	...	...
	Sub-Inspector, North Bank, Gauhati	3,660	139	139	327	316	1,636	2
	„ South bank, „		130	131	226	259	1,294	15
	„ Barpeta		116	115	281	302	2,057	21
	Average for three officers	...	...	...	278	292	...	...
Central „	Sub-Inspectors, Mangaldai	3,413	76	76	309	324	2,092	2
	„ Tezpur		79	79	263	242	3,108	15
	Average for two officers	...	...	...	286	283	...	...
	Sub-Inspector, Nowgong	3,258	110	107	270	351	2,777	17
	„ Roha		85	80	276	258	1,938	18
	Average for two officers	...	...	...	273	304	...	...
Upper „	Sub-Inspector, Golaghat	947	123	115	234	235	1,293	16
	„ Jorhat	926	119	147	271	269	1,656	40
	„ Sibsagar	982	103	109	263	324	2,491	48
	Average for three officers	...	...	...	256	276	...	...
	Sub-Inspector, Dibrugarh	2,040	84	77	242	195	2,181	25
	„ North Lakhimpur	1,107	58	65	231	215	1,862	28
	Average for two officers	...	...	...	236	205	...	...
Khasi and Jaintia Hills.	Sub-Inspector, Khasi Hills	6,041	...	...	...	...	...	...
	„ Jaintia „		124	128	236	175	1,589	27
	Average for two officers	...	...	...	248	180	...	...
Garo Hills	Sub-Inspector, Garo Hills	3,270	48	48	234	155	*	*
	Average for 24 officers	...	...	...	265	285	...	...

* Not furnished.

Individual work of Sub-Inspectors, 1896-97.

Name of Sub-Inspector.	Days in charge.	Number of days on tour.		Visits paid.	Number of days within five miles.
		Actual.	Reckoned in proportion to a full year.		
Babu Radhakanta Barkakati	365	327	327	316	2
„ Behari Lal Dhar	365	314	314	476	14
„ Raj Kumar Majumdar	365	309	309	324	2
Chaudhuri Azad Ali	365	290	290	474	3
Babu Mahi Ram Das	365	281	281	302	21
„ Gopi Charan Datta	365	280	280	298	19
„ Ramkrisna Das	334	276	301	258	18
„ Sasi Dhar Barkagati	365	271	271	269	40
„ Kamakhya Charan Sen	365	270	270	351	17
„ Golok Chandra Bhuya	365	263	263	212	15
„ Jagat Chandra Ghosh	365	263	263	329	7
„ Rajanikanta Barua	365	261	261	232	33
„ Ambikacharan Das	365	261	261	311	20
Munshi Yasin Ali	365	261	261	353	51
Chaudhuri Muhammad Wasil	365	260	260	266	...
U. Rai Bhajur	365	260	260	385	12
Babu Kalinarayan Das	365	255	255	292	8
„ Sona Ram Bara	365	252	253	296	43
„ Prakas Chandra Sen	365	240	240	258	15
N. Joel	365	236	236	175	27
Babu Sup Singh Sangma	365	234	234	155	...
„ Paramananda Gohain	334	223	243	207	...
„ Jagat Bandhu Sen	364	217	217	192	11
„ Devesvar Parma	91	70	280	92	6
Officiating Sub-Inspectors.					
Babu Golap Chandra Barua	236	155	...	151	...
Munshi Rajab Ali Bora	45	28	...	6	...
Babu Amrit Bhusan Adhikari	31	22	259	31	...

Details of Inspection, 1896-97.

Upper and Lower Primary Schools (Government aided and unaided).

District.	Number of Schools on 31st March 1897.	Number of Schools abolished during the year.	Number of Schools visited				Number of existing Schools not visited	Number of abolished Schools visited.	Number of abolished Schools not visited.
			Four or more times.	Thrice.	Twice.	Once.			
Cachar	261	47	64	83	66	41	7	23	24
Sylhet	1,065	125	103	230	416	269	47	89	36
Goalpara	209	24	47	57	70	30	5	10	14
Kamrup	362	19	45	74	135	44	4	9	10
Darrang	148	20	106	19	12	9	2	9	11
Nowgong	177	12	107	36	24	6	4	8	4
Sibsagar	354	35	152	88	59	46	9	17	18
Lakhimpur	128	22	40	21	35	31	1	16	6
Khasi and Jaintia Hills	272	9	8	28	45	147	44	5	4
Garo Hills	†49	...	...	...	...	...	...	...	...
Total	*3,025	313	672	636	922	623	123	186	127
Middle English and Vernacular Schools.									
Cachar	2	...	..	1	1	...	...	...	...
Sylhet	52	5	2	9	37	2	2	3	2
Goalpara	19	...	8	5	2	4	...	...	...
Kamrup	12	...	8	3	...	1	...	...	...
Darrang	4	...	3	...	1	...	...	...	...
Nowgong	3	...	3	...	...	...	...	...	...
Sibsagar	9	...	1	3	2	3	...	...	...
Lakhimpur	9	...	2	2	1	4	...	...	...
Khasi and Jaintia Hills	3	...	...	...	...	2	1	...	...
Garo Hills	1	...	...	...	...	1	...	...	...
Total	114	5	27	23	44	17	3	3	2
Training Schools and Classes.									
Cachar									
Garo Hills									
Goalpara	2	...	..	...	1	1	...	...	...
Kamrup	2	...	..	...	...	2	...	...	...
Darrang	9	...	5	2	1	1	...	...	...
Nowgong	5	...	2	1	1	1	...	...	...
Sibsagar	3	...	2	...	...	1	...	...	...
Lakhimpur	2	...	2	...	...	...	...	...	...
	2	...	2	...	...	...	...	...	...
	3	...	...	1	...	2	..	..	...
Total	*28	...	13	4	3	8	...	...	...

* Exclusive of schools in Naga Hills and Manipur and the European and Eurasian school at Shillong.
† Details not furnished.

Inspection by District Officers, 1896-97.

	Cachar.	Sylhet.	Goalpara.	Kamrup.	Darrang.	Nowgong.	Sibsagar.	Lakhimpur.	Naga Hills.	Khasi and Jaintia Hills.	Garo Hills.	TOTAL.
Deputy Commissioners	5	...	13	9	2	20	...	2	...	6	...	57
Assistant Commissioners at Head-quarters	...	...	...	...	...	1	...	...	...	...	...	1
Sub-Divisional Officers other than Chairmen of Local Boards	...	...	6	18	...	...	...	...	...	6	...	30
Chairmen of Local Boards	3	24	...	...	4	...	...	...	...	...	...	31
Members of Local Boards other than Chairmen	1	11	4	2	...	3	4	...	...	...	...	25
Missionaries	3	...	...	20	1	12	...	...	...	257	64	357
Others	1	7	...	4	7	3	6	...	...	16	...	44
TOTAL	13	42	23	53	14	39	10	2	...	285	64	545

Meetings of Gurus held by Deputy and Sub-Inspectors of Schools, 1896-97.

OFFICER.	No. of meetings.
Deputy Inspector of Schools, Upper Assam	...
,, ,, Central ,,	2
,, ,, Lower ,,	2
,, ,, Surma Valley	...
Sub-Inspector of Schools, Silchar	14
,, ,, Hailakandi	4
,, ,, North Sylhet	6
,, ,, Sunamganj	5
,, ,, Habiganj	3
,, ,, South Sylhet	9
,, ,, Karimganj	3
,, ,, Dhubri	6
,, ,, Goalpara	...
,, ,, Barpeta	7
,, ,, Nalbari, North Gauhati	1
,, ,, South Gauhati	3
,, ,, Tezpur	2
,, ,, Mangaldai	4
,, ,, Nownong	15
,, ,, Raha	2
,, ,, Sibsagar	6
,, ,, Jorhat	4
,, ,, Golaghat	...
,, ,, Dibrugarh	3
,, ,, North Lakhimpur	3
,, ,, Khasi Hills	1
,, ,, Jaintia Hills	...
,, ,, Garo Hills	...

Educational Sub-Committees of Local Boards.

SUB-COMMITTEE.	No. of meetings.
Silchar	2
Hailakadi	2
North Sylhet	7
Sunamganj	3
Habiganj	7
South Sylhet	4
Karimganj	3
Dhubri	7
Goalpara	2
Gauhati	7
Barpeta	2
Mangaldai	...
Tezpur	1
Nowgong	...
Sibsagar	3
Jorhat	2
Golaghat	...
Dibrugarh	1
North Lakhimpur	2

Statement showing the Colleges in which the Assam Senior scholars for 1896-97 have elected to read.

Metropolitan Institution, Calcutta	3
City College, Calcutta	1
General Assembly's Institution, Calcutta	1
Medical College, Calcutta	2
St. Xavier's College, Calcutta	2
Calcutta Madrasa	1
Sibpur Civil Engineering College	3

Statistics of Secondary Schools for boys.

	1891-92.			1896-97.		
	Schools.	Pupils.	Average number of pupils to a School.	Schools.	Pupils.	Average number of pupils to a School.
High.						
Government	11	2,047	186	10	2,030	203
Aided	4	769	192	5	847	169
Unaided	3	636	212	6	1,054	175
TOTAL	18	3,452	192	21	3,931	187
Middle English.						
Government	2	154	77	3	241	80
Aided	32	2,675	84	51	3,512	69
Unaided	15	1,170	78	12	878	73
TOTAL	49	3,999	82	66	4,631	70
Middle Vernacular.						
Government	14	1,121	80	14	1,053	75
Local Board	...	...	...	4	153	38
Aided	27	1,639	61	29	1,736	59
Unaided	2	94	47	1	43	43
TOTAL	43	2,854	66	48	2,985	62
GRAND TOTAL	110	10,305	94	135	11,547	85

Principal Statistics of High Schools for boys.

District.	Name of School.	No. of institutions.	Number of Pupils.			Direct Expenditure.						Cost of educating each pupil.								
						From Government.			Other Sources.			To Government.			To the public.			Total.		
			On rolls on 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	Provincial.	Local.	Municipal.	Fees.	Subscriptions, endowments and other sources.	Total.									
						R	R	R	R	R	R	R	a.	p.	R	a.	p.	R	a.	p.
Government.																				
Cachar	Silchar	1	185	183	147	2,834	...	...	3,083	...	5,917	15	7	9	16	13	7	32	5	4
Sylhet	Sylhet	1	269	251	201	3,588	...	...	5,507	89	9,184	14	4	9	22	4	8	36	9	5
Goalpara	Dhubri	1	161	156	125	1,075	...	...	3,453	560	5,088	6	14	3	25	11	7	32	9	10
Kamrup	Gauhati	1	195	180	145	4,109	...	...	3,624	...	7,733	22	13	3	20	2	2	42	15	5
Darrang	Tezpur	1	226	194	165	2,808	...	...	3,429	...	6,237	14	7	7	17	10	10	32	2	5
Nowgong	Nowgong	1	153	149	124	2,635	...	...	2,825	..	5,460	17	10	11	18	15	5	36	10	4
Sibsagar	Sibsagar	1	175	154	123	364	...	...	5,206	...	5,570	2	5	10	33	12	10	36	2	8
	Jorhat	1	213	225	167	1,942	...	...	3,099	3	5,044	8	10	1	13	12	8	22	6	9
Lakhimpur	Dibrugarh	1	292	283	227	2,014	...	...	5,381	...	7,395	7	1	10	19	0	3	26	2	1
Khasi and Jaintia Hills	Shillong	1	155	143	122	1,029	...	...	3,042	...	4,071	7	3	2	21	4	3	28	7	5
	Total for Government Schools	10	2,030	1,918	1,546	22,398	...	...	38,649	652	61,699	11	10	10	20	7	10	32	2	8
	Total for Government Schools for 1891-92	11	2,047	2,084	1,676	26,750	...	...	34,103	1,140	61,993	12	13	4	16	14	7	11	11	11
Aided.																				
Sylhet	Habiganj	1	237	217	175	1,200	...	...	3,887	185	5,272	5	8	6	18	12	3	24	4	9
	Sunamganj	1	163	164	142	1,000	...	...	2,866	...	3,866	6	1	6	17	7	8	23	9	2
	Maulavi Bazar	1	207	206	179	1,220	...	...	3,087	...	4,307	5	14	9	14	15	9	20	14	6
	Karimganj	1	153	139	118	1,440	...	...	2,440	...	3,880	10	5	9	17	8	10	27	14	7
Kamrup	Barpeta	1	87	93	80	1,045	...	...	1,617	309	2,971	11	3	9	20	11	4	31	15	1
	Total for Aided Schools	5	847	819	694	5,905	...	...	13,897	494	20,296	7	3	4	17	9	2	24	12	6
	Total for Aided Schools for 1891-92	4	769	722	552	...	4,810	...	8,367	1,154	14,331	6	10	7	13	3	0	19	13	7
Unaided.																				
Khasi and Jaintia Hills	Shella	1	81	64	37	...	...	...	...	3,756	3,756	...			58	11	0	58	11	0
Sylhet	Murarichand	1	339	325	247	...	...	...	3,189	801	3,990	...			12	4	5	12	4	5
Sibsagar	Bezboroa Sibsagar	1	165	167	134	...	...	...	2,993	...	2,993	...			17	14	9	17	14	9
	,, Golaghat	1	139	130	112	...	...	...	2,873	...	2,873	...			22	1	7	22	1	7
	,, Jorhat	1	212	192	156	...	...	...	2,886	...	2,886	...			15	0	6	15	0	6
Kamrup	Sonaram Institution	1	118	114	82	...	...	...	1,612	338	1,950	...			17	1	8	17	1	8
	Total for Unaided Schools	6	1,054	992	768	...	...	...	13,553	4,895	18,448	...			18	9	6	18	9	6
	,, for 1891-92	3	636	626	454	...	...	...	6,724	1,532	8,256	...			13	3	0	13	3	0
Grand total for Government, Aided, and Unaided High Schools		21	3,931	3,729	3,008	28,303	...	...	66,099	6,041	100,443	7	9	5	19	5	6	26	14	11
,, ,, ,, for 1891-92		18	3,452	3,432	2,682	26,750	4,810	...	49,194	3,826	84,580	9	3	2	15	7	2	24	10	4

High Schools—Stage of Instruction.

	1891-92.		1896-97.	
	Number of Pupil.	Persentage on totals.	Number of Pupils.	Percentage on total.
High Stage	956	27·7	1,223	31·11
Middle „	930	26·9	1,019	25·93
Upper Primary	648	18·8	848	21·57
Lower „	918	26·6	841	21·39

Result of Entrance Examination for High Schools.

Name of School.	1892.							1897.							Merit mark.	
	Roll number on 31st March.	Number of candidates.	Number passed in			Total.	Number of scholarships.	Roll number on 31st March.	Number of candidates.	Number passed in			Total.	Number of scholarships.	1892.	1897.
			First Division.	Second Division.	Third Division.					First Division.	Second Division.	Third Division.				
1. Sylhet, Government	313	28	5	16	4	25	6	269	22	11	4	3	18	7+2*	45·54	36·00
2. Silchar, „	131	7	...	3	2	5	...	185	10	4	5	1	10	1+1*	5·71	23·00
3. Gauhati, „	220	14	...	7	4	11	6	195	13	4	5	2	11	8+1*	14·14	20·30
4. Shillong, „	143	11	2	2	2	6	4	155	10†	3	3	3	9	7+1*	6·55	16·20
5. Murarichand, Private	174	10	...	4	1	5	...	339	13	4	2	4	10	1	4·50	15·38
6. Tezpur, Government	203	5	...	1	2	3	2	226	7	1	5	...	6	5	2·40	11·14
7. Maulvi Bazar, Aided	264	5	...	...	1	1	...	207	10	1	3	4	8	1*	·02	10·40
8. Jorhat, Government	319	6	...	1	2	3	3	213	8	...	3	4	7	1+3*	2·00	8·75
9. Habiganj, Aided	281	14	1	3	...	4	2	237	13	1	5	1	7	1+1*	2·57	7·53
10. Dhubri, Government	150	10	...	4	1	5	3	161	9	1	3	2	6	1+1*	4·50	7·33
11. Karimganj, Aided				No school.				153	4	1	1	2	4	...	...	7·00
12. Sunamganj Jubilee, Aided	138	5	...	4	1	5	...	163	17	3	...	3	6	1*	9·00	4·23
13. Sibsagar, Government	174	3	...	...	2	2	2	175	5	...	1	3	4	1	1·33	4·00
14. Nowgong, „	164	10	1	1	1	3	3	159	5	1	1	1	3	1+1*	1·80	3·60
15. Dibrugarh, „	211	3	1	1	...	2	1	292	5	...	2	1	3	2+1*	3·33	3·00
16. Bezbarua High, Golaghat, Private				No school.		...	...	139	5	...	1	1	2	1*	...	1·20
17. „ , Jorhat, „				Ditto.		...	...	212	3	...	1	...	1	1	...	·66
18. „ , Sibsagar, „	193	3	...	...	...	...	...	165	2	...	...	1	1	1*	...	·50
19. Barpeta, Aided	86	4	...	...	...	...	...	87	6	...	...	1	1	...	...	·16
20. Shella, Private				No school.		...	...	81	1	...	...	...	...	...	...	...
21. Sonaram Institution, Private				Ditto.		...	...	118	3	...	...	...	...	...	...	...
22. National Institution, Sylhet, Private (a)	269	13	2	5	...	7	2	...	...	...	...	...	...	...	8·62	...
23. Kohima, Government (b)	42	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3,475	151	12	52	23	87	34	3,931	171	35	45	37	117‡	37+16*	...	...

(a) Amalgamated with the "Murarichand," Private.
(b) Reduced to the status of a Middle English School.
* 16 Jubilee Scholarships.
† Excludes two candidates from the Shillong Training School.
‡ Do. one candidate who passed from ditto.

High Schools—Division in which the students who were awarded Junior Scholarships were placed at the Entrance Examination and their race.

Class of Junior Scholarships.	Sanctioned number.	1892.						1897.					
		Division in which passed.			Race.			Division in which passed.			Race.		
		First.	Second.	Third.	Hindus.	Muhammadans.	Others.	First.	Second.	Third.	Hindus.	Muhammadans.	Others.
Brahmaputra Valley	14	1	5	8	10	3	1	2	13+3*	3*	15+6*	...	...
Hill Scholarships	3	...	1	1	...	...	2	...	1	3	...	...	4
Surma Valley	8	8	...	...	6	2	...	8+6*	...	...	8+6*	...	...
Muhammadan, for the Surma Valley	2	...	2	...	...	2	...	...	1	1	...	2	...
Special, for Natives of Cachar	1	...	...	...	...	...	...	...	...	...	...	...	...
For other than natives of the Brahmaputra Valley or hill districts not reading in schools in these parts.	8	3	5	...	8	...	...	8	4*	...	8+4*	...	...
Total	36	12	13	9	24	7	3	18+6*	15+7*	4+3*	31+16*	2	4

* Jubilee Scholarships.

Result of the Entrance Examination for the Province.

Class.	1892.						1897.						
	Number of competing schools.	Number of candidates.	Passed in the				Number of competing Schools.	Number of candidates.	Passed in the				Percentage.
			First Division.	Second Division.	Third Division.	Total.			First Division.	Second Division.	Third Division.	Total.	
Government High Schools	11	97	9	36	20	65	10	96	25	32	21*	78*	82·10
Aided High Schools	4	28	1	7	2	10	5	50	6	9	11	26	52
Unaided High Schools	3	26	2	9	1	12	6	27	4	4	6	14	51·9
Private Students and Teachers	...	...	...	...	...	...	...	6	...	...	...	...	...
Total	18	151	12	52	23	87	21	179	35	45	38*	118*	65·9

* Includes one boy who passed from the Shillong Training School.

Principal Statistics of Boys' Middle English Schools.

District.	Number of Institutions.	Number of Pupils: On rolls on 31st March.	Number of Pupils: Average number on rolls monthly during the year.	Number of Pupils: Average daily attendance.	Direct Expenditure: From Government: Provincial.	Direct Expenditure: From Government: Local Funds.	Direct Expenditure: From Government: Municipal.	Direct Expenditure: From other sources: Fees.	Direct Expenditure: From other sources: Subscription, endowments and other sources.	Direct Expenditure: Total.	Cost of educating each pupil: To Government.	Cost of educating each pupil: To the Public.	Cost of educating each pupil: Total
Departmental :—					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Cachar	1	100	88	82	1,212	...	...	474	...	1,686	13 12 4	5 6 2	19 2 6
Goalpara	1	83	77	67	892	...	...	497	...	1,389	11 9 4	6 7 3	18 0 7
Naga Hills	1	58	57	45	1,248	...	...	141	...	1,389	21 14 4	2 7 7	24 5 11
Total for Government Schools	3	241	222	194	3,352	...	...	1,112	...	4,464	15 1 0	5 0 2	20 1 2
Total for 1891-92	2	154	156	123	1,274	...	300	853	...	2,427	10 1 5	5 7 6	15 8 11
Aided :—													
Cachar	1	162	166	132	...	636	...	1,185	90	1,911	3 10 11	7 13 3	11 8 2
Sylhet	31	2,048	1,884	1,450	...	12,044	...	9,779	7,191	29,014	6 6 3	9 0 2	15 6 5
Goalpara	5	305	265	196	...	1,980	...	621	3,093	5,694	7 7 6	14 0 3	21 7 9
Kamrup	3	224	200	148	...	1,185	...	758	598	2,541	5 14 10	6 11 11	12 10 9
Darrang	1	80	71	46	...	576	120	290	423	1,409	9 12 10	10 0 8	19 13 6
Sibsagar	4	347	301	226	...	1,490	...	1,730	651	3,871	4 11 10	8 1 10	12 13 8
Lakhimpur	5	296	265	213	...	1,793	...	1,386	1,429	4,608	6 12 3	10 9 11	17 6 2
Manipur	1	50	48	31	360	...	...	...	562	922	7 8 0	11 10 4	19 3 4
Total for Aided Schools	51	3,512	3,200	2,442	360	19,704	120	15,749	14,037	49,970	6 4 11	9 4 11	15 9 10
Total for 1891-92	32	2,675	2,472	1,878	360	13,471	4	11,316	8,074	33,125	5 9 7	7 12 10	13 6 5
Unaided :—													
Sylhet	4	191	163	120	...	...	...	261	1,008	1,269	...	7 12 6	7 12 6
Goalpara	2	167	152	106	...	...	...	...	1,153	1,153	...	7 9 4	7 9 4
Sibsagar	3	111	108	80	...	...	...	740	118	858	...	7 15 1	7 15 1
Khasi and Jaintia Hills	3	409	390	295	...	...	360	766	4,214	5,340	0 14 9	12 12 4	13 11 1
Total for Unaided Schools	12	878	813	601	...	...	360	1,767	6,493	8,620	0 7 1	10 2 7	10 9 8
Total for 1891-92	15	1,170	1,046	790	...	...	215	4,832	6,692	11,739	0 3 3	11 0 3	11 3 6
GRAND TOTAL FOR DEPARTMENTAL AIDED AND UNAIDED SCHOOLS	66	4,631	4,235	3,237	3,712	19,704	480	18,628	20,530	63,054	5 10 3	9 4 0	14 14
GRAND TOTAL FOR 1891-92	49	3,999	3,674	2,791	1,634	13,471	519	16,901	14,766	47,291	4 4 0	8 9 11	12 13 11

Boys' Middle English Schools—Stage of Instruction.

	1891-92.		1896-97.	
	Number of Pupils.	Percentage on total.	Number of Pupils.	Percentage on total.
High stage	33	·82	8	·17
Middle „	645	16·13	741	16·01
Upper Primary stage	982	24·56	1,189	25·67
Lower „ „	2,339	58·49	2,693	58·15
TOTAL	3,999	100·00	4,631	100·00

Result of Middle English Examination.

CLASS OF SCHOOL.	1892.																1897.															
	Number of Middle English Schools.	Number of competing Schools.	Number of successful Schools.	NUMBER OF CANDIDATES.		PASSED IN THE										SCHOLARSHIPS.		Number of Middle English Schools.	Number of competing Schools.	Number of successful Schools.	NUMBER OF CANDIDATES.		PASSED IN THE										SCHOLARSHIPS.	
						First Division.		Second Division.		Third Division.		Passed by grace.											First Division.		Second Division.		Third Division.		Passed by grace.					
				English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	Total.	Percentage.	English.	Vernacular.				English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	Total.	Percentage.	English.	Vernacular.
Departmental	2	2	2	6	8	...	...	...	1	4	...	1	...	6	42·9	...	2	3	2	2	9	5	3	1	3	3	...	2	...	...	12	85·7 71·0	1	2
Aided	32	28	26	56	88	4	9	13	26	11	29	4	1	97	67·3	7	14	51	43	41	126	81	22	15	27	29	16	31	6	1	147	80·0	9	9
Unaided	15	4	3	17	1	1	...	2	...	1	2	...	1	7	38·9	2	...	12	3	3	15	...	...	...	7	1	3	...	1	...	12	...	3	...
Private Candidates	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	*		...	...
TOTAL	49	34	31	79	97	5	9	15	27	16	31	5	2	110	62·5	9	16	66	48	46	153	86	25	16	37	33	19	33	7	1	171	71·6	13	11

* Jubilee Scholarships.

Principal Statistics of Boys' Middle Vernacular Schools.

District.	Number of Institutions.	Number of Pupils.			Direct Expenditure.						Cost of educating pupil.		
					From Government.			From other sources.					
		On rolls on 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	Provincial.	Local Funds.	Municipal.	Fees.	Endowments, subscriptions and other sources.	Total.	To Government.	To the Public.	Total.
Government Schools under Departmental management:—					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Sylhet	3	177	164	130	1,336	...	...	390	...	1,726	8 2 4	2 6 0	10 8
Kamrup	5	308	295	212	2,571	...	...	920	...	3,491	8 11 6	3 1 11	11 13 5
Darrang	2	160	170	126	1,475	...	...	553	...	2,028	8 10 9	3 2 2	11 12 11
Nowgong	1	90	82	62	1,272	...	...	252	...	1,524	15 8 2	3 1 2	18 9 4
Sibsagar	1	109	92	71	1,274	...	...	494	...	1,768	13 13 6	5 5 11	19 3 5
Lakhimpur	2	209	178	146	1,041	...	...	1,245	...	2,286	5 13 6	6 15 11	12 13 5
Total for Government Schools under Departmental management	14	1,053	981	747	8,969	...	...	3,854	...	12,823	9 2 3	3 14 10	13 1 1
Total for Government Schools under Departmental management for 1891-92	14	1,121	1,130	894	8,463	...	...	4,840	...	13,303	7 7 10	4 4 6	11 12 4
Government Schools under Local Board management:—													
Goalpara	2	71	62	36	...	748	...	52	...	800	12 1 0	0 13 5	12 14 5
Lakhimpur	1	50	47	39	...	360	...	24	...	384	7 10 6	0 8 2	8 2 8
Kamrup	1	32	26	16	...	271	...	18	...	289	10 6 9	0 11 1	11 1 10
Total for Local Fund Schools	4	153	135	91	...	1,379	...	94	...	1,473	10 3 5	0 11 1	10 14 6
Total for Local Fund Schools for 1891-92.	...	...	...	...	...	...	...	...	...	...	...	...	...

Principal Statistics of Boys' Middle Vernacular Schools—contd.

District.	Number of Institutions.	NUMBER OF PUPILS.			DIRECT EXPENDITURE.					Total.	COST OF EDUCATING PUPIL.		
		On rolls on 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	From Government.			From other Sources.			To Government.	To the Public.	Total.
					Provincial.	Local Funds.	Municipal.	Fees.	Endowments, subscriptions and other sources.				
Aided:—					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Sylhet	14	964	895	696	...	3,439	...	3,085	2,465	8,989	3 13 5	6 3 2	10 0 7
Goalpara	8	374	321	233	...	1,818	...	357	1,583	3,758	5 10 9	6 0 8	11 11 5
Kamrup	3	170	139	113	...	648	...	374	292	1,314	4 10 7	4 12 8	9 7 3
Darrang	1	60	39	25	...	220	...	43	227	490	5 10 3	6 14 9	12 9 0
Nowgong	1	81	82	54	...	295	...	270	59	624	3 9 6	4 0 2	7 9 8
Sibsagar	1	54	51	37	...	220	...	117	174	511	4 5 0	5 11 3	10 0 3
Garo Hills	1	31	37	26	240	...	...	48	266	554	6 7 9	8 7 9	14 15 6
Total for Aided Schools	29	1,736	1,564	1,184	240	6,640	...	4,294	5,066	16,240	4 6 4	5 15 9	10 6 1
Total Aided Schools for 1891-92	27	1,639	1,431	1,108	...	6,014	300	3,913	4,279	14,506	4 6 7	5 11 7	10 2 2
Unaided:—													
Nowgong	1	43	31	21	...	...	...	38	101	139	...	4 7 9	4 7 9
Total for Unaided Schools	1	43	31	21	...	...	...	38	101	139	...	4 7 9	4 7 9
Total for Unaided Schools for 1891-92	2	94	103	62	...	...	...	105	204	309	...	3 0 0	3 0 0
GRAND TOTAL FOR GOVERNMENT AIDED AND UNAIDED SCHOOLS	48	2,935	2,711	2,043	9,209	8,019	...	8,280	5,167	30,675	6 5 8	4 15 4	11 5 0
GRAND TOTAL FOR GOVERNMENT AIDED AND UNAIDED SCHOOLS FOR 1891-92	43	2,854	2,664	2,064	8,463	6,014	300	8,358	4,483	28,118	5 8 9	5 0 2	10 8 11

Boys' Middle Vernacular Schools—Stage of Instruction.

	1891-92.		1896-97.	
	Number of Pupils.	Percentage.	Number of Pupils.	Percentage.
High Stage	1	·04	11	·36
Middle Stage	588	20·6	570	19·09
Upper Primary Stage	641	22·46	740	24·79
Lower Primary Stage	1,624	56·9	1,664	55·76
TOTAL	2,854	100·00	2,985	100·00

Result of Middle Vernacular Examination.

CLASS OF SCHOOLS.	1892.											1897.										
	Number of Middle Vernacular Schools.	Number of competing Schools.	Number of successful Schools.	Number of Candidates.	PASSED IN THE						Number who gained Middle Vernacular Scholarships.	Number of Middle Vernacular Schools.	Number of competing Schools.	Number of successful Schools.	Number of Candidates.	PASSED IN THE						Number who gained Middle Vernacular Scholarships.
					First Division.	Second Division.	Third Division.	Passed by Grace.	TOTAL.	Percentage.						First Division.	Second Division.	Third Division.	Passed by Grace.	TOTAL.	Percentage.	
Government	14	13	9	87	2	11	24	8	45	51·7	3	18	14	14	52	9	16	17	...	42	80·	9
Aided	27	22	17	97	6	16	25	3	50	51·6	10	29	24	22	94	21	32	18	3	74	78·7	8
Unaided	2	2	2	6	...	1	2	...	3	50·0	1	1	1	1	3	1	1	1	...	3	100·	...
Private Students	...	...	...	14	...	...	5	1	6	42·9	...	...	...	...	21	...	1	6	2	9	42·9	...
TOTAL	43	37	28	204	8	28	56	12	104	50·9	14	48	39	37	170	31	50	42	5	128	75·3	17

Result of Middle Examination—English and Vernacular.

	Number of candidates.	1891-92.				
		PASSED AT THE				
		Middle English Examination.	Middle Vernacular Examination.	Total.	Percentage of passes.	Number of Middle Scholarships.
Middle English Schools	176	41	69	110	62·5	25
„ Vernacular „	190	...	98	98	51·5	14
TOTAL	366	41	167	208	56·8	39
		(1896-97.)				
Middle English Schools	236	88	83	171	72·4	24
„ Vernacular „	149	...	119	119	79·8	17
TOTAL	385	88	202	290	75·3	41

Upper Primary Schools for Boys.

	1891-92.			1896-97.		
	Schools.	Pupils.	Average number to each School.	Schools.	Pupils.	Average number in each School.
Government	1	39	39	1	39	39
Local and Municipal Funds	3	96	32	...	...	...
Aided	97	3,736	39	103	3,987	38
Unaided	3	102	34	3	144	48
TOTAL	104	3,973	38	107	4,120	39
Lower Primary Schools for Boys.						
Government	34	575	17	16	303	19
Native State	...	...	...	8	554	69
Local and Municipal Funds	1,152	31,961	28	1,125	28,901	26
Aided	792	23,944	30	1,342	40,439	30
Unaided	135	4,049	30	189	5,638	30
TOTAL	2,113	60,529	29	2,680	75,835	29
GRAND TOTAL	2,217	64,502	29	2,787	79,955	29

Progress of Primary Education for Boys.

	UPPER PRIMARY.		LOWER PRIMARY.		TOTAL.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1891-92	104	3,973	2,113	60,529	2,217	64,502
1892-93	105	3,829	2,244	64,393	2,349	68,222
1893-94	105	3,798	2,315	66,927	2,420	70,725
1894-95	105	3,901	2,470	70,738	2,575	74,639
1895-96	104	3,921	2,577	74,001	2,681	77,922
1896-97	107	4,120	2,680	75,835	2,787	79,955

Upper and Lower Primary Schools for Boys—Classification of Pupils according to race or creed.

District.	Number of Pupils on rolls on 31st March.	Hindus.	Percentage.	Muhammadans.	Percentage.	Others.	Percentage.
Cachar	6,299	3,029	48·08	1,673	26·56	1,597	25·36
Sylhet	31,420	20,448	65·08	9,840	31·32	1,132	3·60
Goalpara	4,817	3,025	62·80	863	17·91	929	19·29
Kamrup	10,165	8,782	86·39	807	7·94	576	5·67
Darrang	3,506	2,845	81·15	229	6·53	432	12·32
Nowgong	5,181	4,400	84·93	236	4·55	545	10·52
Sibsagar	9,496	8,378	88·23	610	6·42	508	5·35
Lakhimpur	2,795	1,915	68·52	101	3·61	779	27·87
Naga Hills	227	38	16·74	1	·44	188	82·82
Khasi and Jaintia Hills . .	4,653	...	...	...	...	4,653	100·
Garo Hills	842	21	2·49	36	4·28	785	93·23
Manipur	554	513	92·60	10	1·80	31	5·60
Total .	79,955	53,394	66·78	14,406	18·02	12,155	15·20
Total for 1891-92 .	64,502	44,298	68·68	10,740	16·65	9,464	14·67

Upper and Lower Primary Schools for Boys—Stage of Instruction.

	1891-92.				1896-97.			
	Number of Pupils.			Percentage.	Number of Pupils.			Percentage.
	Boys.	Girls.	Total.		Boys.	Girls.	Total.	
Middle Stage .	7	...	7	·01	19	...	19	·02
Upper Primary Stage	1,171	1	1,172	1·82	1,344	3	1,347	1·69
Lower „ „ .	60,427	2,896	63,323	98·17	74,437	4,152	78,589	98·29
Total .	61,605	2,897	64,502	...	75,800	4,155	79,955	...

Principal Statistics of Boys' Upper Primary Schools.

DISTRICT.	Number of Institutions.	NUMBER OF PUPILS.			DIRECT EXPENDITURE.						COST OF EDUCATING EACH PUPIL.		
					FROM GOVERNMENT.			FROM OTHER SOURCES.		TOTAL.			
		On rolls on 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	Provincial.	Local Funds.	Municipal.	Fees.	Subscriptions and endowments.		To Government.	To the Public.	TOTAL.
Government :—					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Lakhimpur	1	39	39	33	272	...	...	...	...	272	6 15 7	...	6 15 7
TOTAL FOR 1891-92	1	39	37	32	238	...	...	...	...	238	6 6 11	...	6 6 11
Local Board and Municipal Schools :—													
TOTAL FOR 1896-97						*Nil.*							
TOTAL FOR 1891-92	3	96	97	78	...	623	120	254	1	998	7 10 7	2 10 0	10 4 7
Aided :—													
Cachar	10	429	375	284	...	1,001	...	674	310	1,985	2 10 9	2 9 10	5 4 7
Sylhet	45	1,814	1,717	1,318	...	5,363	...	3,712	2,322	11,399	3 1 11	3 7 7	6 9 6
Goalpara	18	546	504	363	...	2,069	...	549	976	3,594	4 1 8	3 0 5	7 2 1
Kamrup	13	527	486	383	...	1,317	300	751	547	2,915	3 5 6	2 10 9	6 0 3
Darrang	3	110	114	64	...	348	...	62	283	693	3 0 10	3 0 5	6 1 3
Nowgong	6	224	216	154	...	642	...	227	167	1,036	2 15 7	1 13 1	4 12 8
Sibsagar	6	254	232	189	...	754	...	338	195	1,287	3 3 2	2 4 9	5 7 11
Lakhimpur	1	26	27	14	...	120	...	9	87	216	4 7 1	3 8 11	8 0 0
Khasi Hills	1	7	6	6	37	...	...	...	263	300	6 2 8	43 13 4	50 0 0
Total	103	3,937	3,677	2,775	37	11,616	300	6,322	5,150	23,425	3 4 0	3 1 11	6 5 11
TOTAL FOR 1891-92	97	3,736	3,415	2,564	...	11,057	...	5,301	4,329	20,687	3 3 10	2 13 1	6 0 11
Unaided :—													
Goalpara	1	54	37	11	...	...	...	...	235	235	...	6 5 7	6 5 7
Sylhet	2	90	77	64	...	...	...	43	77	120	...	1 8 11	1 8 11
Total	3	144	114	75	...	...	...	43	312	355	...	3 1 10	3 1 10
TOTAL FOR 1891-92	3	102	97	74	...	...	...	89	94	183	...	1 14 2	1 14 2
GRAND TOTAL FOR UPPER PRIMARY SCHOOLS	107	4,120	3,830	2,883	309	11,616	300	6,365	5,462	24,052	3 3 0	3 1 5	6 4 5
GRAND TOTAL FOR 1891-92	104	3,973	3,646	2,748	238	11,680	12 0	5,644	4,424	22,106	3 4 10	2 12 2	6 1 0

Result of Upper Primary Examination for Boys' Upper Primary Schools.

District.	Number of Schools on the 31st March.	Number of Schools which sent up candidates.	Number of Schools from which candidates passed.	Number of candidates who competed.	Number of Candidates who were passed					Number of Scholarships awarded.
					In the First Division.	In the Second Division.	In the Third Division.	Passed by Grace.	Total.	
Cachar	10	5	5	21	...	9	3	1	13	4
Sylhet	47	40	37	127	34	40	20	3	97	17
Goalpara	19	8	6	21	1	3	4	1	9	3
Kamrup	13	9	8	32	2	13	7	2	24	10
Darrang	3	2	1	6	...	1	...	...	1	...
Nowgong	6	5	5	32	3	6	6	1	16	7
Sibsagar	6	5	3	16	1	2	2	1	6	1
Lakhimpur	2	2	1	3	...	...	1	...	1	1
Khasi Hills	1	...	...	...	...	...	...	...	...	...
Total .	107	76	66	258	41	74	43	9	167	43
Total for 1891-92 .	104	75	63	240	29	78	46	8	161	46

Principal Statistics of Boys' Lower Primary Schools.

District.	Number of Institutions.	Number of Pupils.			Direct Expenditure.						Total.	Cost of educating each pupil.			
		On rolls on 31st March.	Average number on rolls monthly.	Average daily attendance.	From Government.			Native State revenue.	Other sources.			To Government.	To the Native States.	To the Public.	Total.
					Provincial.	Local.	Municipal.		Fees.	Subscriptions and other sources.					
Departmental :—					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Naga Hills	8	156	155	118	1,329	...	...	...	...	...	1,329	8 9 2	...	...	8 9 2
Garo „	8	147	123	111	684	...	...	...	...	...	684	5 8 11	...	...	5 8 11
Total	16	303	278	229	2,013	...	...	...	...	...	2,013	7 3 10	...	...	7 3 10
Total for 1891-92	34	575	484	341	2,161	...	...	...	...	135	2,296	4 7 5	...	0 4 6	4 11 11
Native State, Manipur	8	554	540	362	...	...	...	4,119	...	...	4,119	...	7 10 1	...	7 10 1
Total	8	554	540	362	...	...	...	4,119	...	...	4,119	...	7 10 1	...	7 10 1
Local Fund and Municipal :—															
Cachar	59	1,339	1,336	1,002	...	4,305	182	...	255	184	4,926	3 5 7	...	0 5 3	3 10 10
Sylhet	105	3,266	2,980	2,299	...	6,673	457	...	1,403	971	9,504	2 6 4	...	0 12 9	3 3 1
Goalpara	148	3,539	3,207	2,258	...	8,195	306	...	620	872	9,993	2 10 5	...	0 7 5	3 1 10
Kamrup	288	8,242	8,027	5,638	...	18,641	374	...	1,301	291	20,607	2 5 11	...	0 3 2	2 9 1
Darrang	111	2,643	2,405	1,585	...	6,938	131	...	480	...	7,549	2 15 0	...	0 3 2	3 2 2
Nowgong	94	2,461	2,354	1,505	...	6,508	110	...	163	70	6,851	2 12 11	...	0 1 7	2 14 6
Sibsagar	220	5,254	5,625	3,369	...	11,460	498	...	1,053	240	13,251	2 2 0	...	0 3 8	2 5 8
Lakhimpur	100	2,157	1,819	1,247	...	6,244	575	...	427	66	7,312	3 11 11	...	0 4 4	4 0 3
Total	1,125	28,901	27,753	18,903	...	68,964	2,633	...	5,702	2,694	79,993	2 9 4	...	0 4 10	2 14 2
Total for 1891-92	1,152	31,961	29,717	21,410	...	72,845	1,810	...	9,658	2,425	86,738	2 8 2	...	0 6 6	2 14 8

Aided :—															
Cachar	124	3,549	3,461	2,717	...	7,327	...	...	1,871	361	9,559	2 1 10	...	0 10 4	2 12 2
Sylhet	647	22,636	21,974	16,369	...	39,433	163	...	12,420	1,166	53,182	1 12 10	...	0 9 11	2 6 9
Goalpara	23	462	446	336	...	761	...	...	...	1,260	2,021	1 11 4	...	7 5 2	9 0 6
Kamrup	43	1,220	1,187	870	...	2,395	...	...	183	352	2,930	2 0 3	...	0 7 3	2 7 6
Darrang	30	699	615	437	...	1,856	...	...	400	36	2,292	3 0 3	...	0 11 4	3 11 7
Nowgong	69	2,458	2,299	1,543	...	5,356	...	...	357	102	5,815	2 5 2	...	0 3 2	2 8 4
Sibsagar	99	3,640	3,383	2,584	...	6,216	...	...	681	9	6,906	1 13 5	...	0 3 3	2 0 8
Lakhimpur	15	430	377	279	...	757	...	...	40	...	797	2 3 11	...	0 1 11	2 5 10
Naga Hills	5	71	70	42	650	...	...	...	...	331	981	9 4 7	...	4 11 8	14 0 3
Khasi and Jaintia Hills	246	4,579	4,603	3,185	5,472	...	...	...	...	37,828	43,300	1 3 0	...	3 3 6	9 6 6
Garo Hills	41	695	667	425	2,600	...	...	...	...	1,691	4,291	3 14 4	...	2 8 6	6 6 10
TOTAL	1,342	40,439	49,082	28,787	8,722	64,101	163	...	15,952	43,136	1,32,074	1 7 9	...	1 3 3	2 11 0
TOTAL FOR 1891-92	792	23,944	22,353	16,597	8,086	28,474	112	...	9,716	21,851	68,239	1 10 3	...	1 6 7	3 0 10
TOTAL FOR GOVERNMENT, NATIVE STATES, LOCAL FUND AND MUNICIPAL AND AIDED PATHSALAS	2,491	70,197	77,653	48,281	10,735	1,33,065	2,796	4,119	21,654	45,830	2,18,199	1 14 2	0 0 10	0 13 11	2 12 11
DITTO DITTO for 1891-92	1,978	56,480	52,554	38,348	10,247	1,01,319	1,922	...	19,374	24,411	1,57,273	2 2 7	...	0 13 4	2 15 11

Statistics of Boys' Lower Primary Schools—contd.

District.	Number of Institutions.	Number of Pupils. On rolls on 31st March.	Number of Pupils. Average number on rolls monthly.	Number of Pupils. Average daily attendance.	Direct Expenditure. From Government. Provincial.	From Government. Local.	From Government. Municipal.	Native State revenue.	Other sources. Fees.	Other sources. Subscriptions and other sources.	Total.	Cost of educating each pupil. To Government.	To the Native State.	To the Public.	Total.
Unaided:—					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Cachar	34	282	887	744	...	...	...	...	194	15	209	...	...	0 3 9	0 3 9
Sylhet	110	3,614	3,172	2,592	...	...	...	...	1,466	411	1,877	...	...	0 9 6	0 9 6
Goalpara	10	216	190	168	...	...	...	...	63	52	115	...	...	0 9 8	0 9 8
Kamrup	6	176	164	146	...	...	...	...	12	...	12	...	...	0 1 2	0 1 2
Darrang	2	54	54	40	...	...	...	...	3	...	3	...	...	0 0 11	0 0 11
Nowgong	2	38	37	36	...	...	...	...	6	...	6	...	...	0 2 7	0 2 7
Sibsagar	15	348	319	237	...	...	...	...	39	...	39	...	...	0 1 11	0 1 11
Lakhimpur	7	143	134	109	...	...	...	...	...	...	...	...	...	...	...
Khasi and Jaintia Hills	3	67	67	40	...	...	...	...	...	623	623	...	...	9 4 9	9 4 9
Total	189	5,638	5,024	4,102	...	...	...	...	1,783	1,101	2,884	...	...	0 9 2	0 9 2
Total for Unaided Pathsalas for 1891-92	135	4,049	3,677	2,833	...	...	...	...	1,611	465	2,076	...	...	0 9 0	0 9 0
GRAND TOTAL	2,680	75,835	82,677	52,383	10,735	1,33,065	2,796	4,119	23,437	46,931	2,21,083	1 12 4	0 0 9	0 13 7	2 10 8
GRAND TOTAL FOR 1891-92	2,113	60,529	56,231	41,181	10,247	1,01,319	1,922	...	20,985	24,876	1,59,349	2 0 4	...	0 13 1	2 13 5

Local Fund and Municipal Schools.

	1891-92.		Total.	1896-97.		Total.
	Number of Schools.			Number of Schools		
	Maintained.	Combined.		Maintained.	Combined.	
Cachar	6	117	123	13	46	59
Sylhet	6	149	155	16	89	105
Goalpara	39	101	140	52	96	148
Kamrup	40	230	270	32	251	283
Darrang	21	69	90	47	64	111
Nowgong	40	54	94	24	70	94
Sibsagar	46	140	186	90	135	225
Lakhimpur	31	63	94	64	36	100
Total	229	923	1,152	338	787	1,125

Aided Schools.

	1891-92.		1896-97.		Schools.		Pupils.	
	Number of Schools.	Pupils.	Number of Schools.	Pupils.	Increase.	Decrease.	Increase.	Decrease.
Santhal Mission, Dhubri	3	104	6	139	3	...	35	...
Society for the Propagation of the Gospel, Darrang.	Included in Departmental Schools.		19	236	*19	...	236	...
American Mission, Garo Schools in Goalpara.	16	421	17	323	1	...	...	98
American Mission, Kamrup	12	291	15	230	3	...	...	61
„ „ Garo Hills	41	686	41	695	...	...	9	...
„ „ Naga Hills	9	167	5	71	...	4	...	96
„ „ Mikir Schools, Nowgong.	13	263	10	203	...	3	...	60
Welsh Mission, Khasi and Jaintia Hills	141	2,881	246	4,579	105	...	1,698	...
Total	235	4,813	359	6,476	131	7	1,978	315

* Virtually no increase, as the Mission Schools were returned as Departmental Schools in 1891-92.

Schools aided under the rules for payment by results.

	1891-92.		1896-97.		Schools.		Pupils.	
	Schools.	Pupils.	Schools.	Pupils.	Increase.	Decrease.	Increase.	Decrease.
Cachar	31	780	124	3,549	93	...	2,769	...
Sylhet	389	13,469	647	22,636	258	...	9,167	...
Goalpara	1	10	...	...	...	1	...	10
Kamrup	22	796	28	990	6	...	194	...
Darrang	6	247	11	463	5	...	216	...
Nowgong	52	2,180	59	2,255	7	...	75	...
Sibsagar	54	1,593	99	3,640	45	...	2,047	...
Lakhimpur	2	56	15	430	13	...	374	...
Total	557	19,131	983	33,963	427	1	14,842	10

Local Board's Budget allotments and expenditure on Lower Primary Schools for 1896-97

Local Board.	Allotment.	Expenditure.	Difference.
	Rs.	Rs.	
Silchar	8,727	8,782	—55
Hailakandi	4,760	4,638	122
North Sylhet	10,820	10,788	32
Sunamganj	8,708	8,019	689
Habiganj	10,230	10,088	142
South Sylhet	13,760	13,758	2
Karimganj	9,250	8,951	299
Dhubri	5,150	4,979	171
Goalpara	5,505	4,296	1,209
Gauhati	15,582	15,580	2
Barpeta	6,182	6,182	...
Tezpur	4,245	4,345	—100
Mangaldai	4,420	5,335	—915
Nowgong	10,520	12,333	—1,813
Sibsagar	6,571	5,937	634
Jorhat	6,720	6,975	—255
Golaghat	5,785	5,670	115
Dibrugarh	5,550	4,610	940
North Lakhimpur	3,226	2,658	568
Total	1,45,711	1,43,924	1,787

Progress of Lower Primary Schools for Boys.

District.	1891-92. Schools.	1896-97. Schools.	Increase.	Decrease.
Cachar	154	183	29	...
Sylhet	544	752	208	...
Goalpara	160	171	11	...
Kamrup	305	331	26	...
Darrang	117	141	24	...
Nowgong	159	163	4	...
Sibsagar	241	319	78	...
Lakhimpur	96	115	19	...
Naga Hills	16	13	...	3
Khasi and Jaintia Hills	141	246	105	...
Garo Hills	45	49	4	...
Total	1,978*	2,483†	508	3

* Exclusive of Unaided Schools.

† Do. do. and the Lower Primary Schools in Manipur.

Result of Lower Primary Examination.

District.	Number of Lower Primary Schools which sent up candidates.		Number of Schools from which candidates passed.		Number of candidates who competed.		Number of Candidates who were passed										Number of Scholarships awarded.	
							In the First Division.		In the Second Division.		In the Third Division.		Passed by Grace.		Total.			
	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.
Cachar	56	78	33	49	127	178	8	18	32	36	11	23	3	6	54	83	15	15
Sylhet	217	407	163	336	552	950	127	289	125	318	41	100	11	34	304	741	33	44
Goalpara	63	53	46	37	142	132	25	43	37	23	12	2	5	9	79	77	11	11
Kamrup	204	206	163	152	651	592	164	92	133	148	34	58	26	21	357	319	33	32
Darrang	50	47	32	40	134	113	26	44	27	25	3	5	6	5	62	79	13	12
Nowgong	78	96	61	80	220	238	55	56	45	68	11	21	23	16	134	161	13	13
Sibsagar	94	101	66	76	267	338	15	76	55	83	30	29	19	11	119	197	26	27
Lakhimpur	37	40	19	30	98	94	3	15	13	28	10	7	3	5	29	55	7	13
Khasi and Jaintia Hills	11	30	7	21	32	94	10	30	2	15	1	2	6	2	19	49	9	8
Garo Hills	1	4	1	4	2	10	1	...	...	...	...	5	...	...	1	5	...	2
Total	811	1,062	591	825	2,225	2,739	434	663	469	744	153	252	102	109	1,158	1,766	160	177

Classification of Schools that competed at the Lower Primary Examination, 1896-97.

	1896-97.					Percentage of successful candidates.
	Total on 31st March.	Number of Schools.		Number of Candidates.		
		Competing.	Successful.	Competing.	Successful.	
Maintained	346	62	28	141	78	55·32
Combined	787	407	314	1,048	621	59·25
Aided	1,337	581	464	1,520	1,050	69·08
Unaided	189	12	9	30	17	56·66
TOTAL	2,659*	1,062	825	2,739	1,766	64·47

* Exclusive of the schools in the Naga Hills for which a scholarship course has not yet been laid down.

Special Schools.

	1891-92.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
Training Schools for Masters	10	294	10	243
Ditto ditto for Mistresses	1	29	1	18
Guru Training Classes attached to Schools	6	58	19	121
Industrial Schools	1	10	2	16
Law Classes	2	39	3	47
TOTAL	20	430	35	445

Training School and classes for Masters.

District.	Number of institutions.	Number of pupils.			Direct expenditure.			Cost of educating each pupil.	
		On rolls on 31st March.	Average number on rolls monthly.	Average daily attendance.	From Government.			To Government.	Total.
					Provincial.	Local.	Total.		
Government Schools under Departmental management :—									
Cachar (Haflang)	1	37	42	30	1,249	...	1,249	29 11 10	29 11 10
Kamrup	1	43	46	41	3,816	834	4,650	101 1 5	101 1 5
Darrang	1	16	16	9	799	411	1,210	75 10 0	75 10 0
Sibsagar	1	14	15	14	1,134	447	1,581	105 6 5	105 6 5
Lakhimpur	1	11	12	10	1,011	468	1,479	123 4 0	123 4 0
Khasi and Jaintia Hills (Shillong)	1	24	21	16	4,180	...	4,180	199 0 9	199 0 9
Total	6	145	152	120	12,189	2,160	14,349	94 6 5	94 6 5
TOTAL FOR 1891-92	6	134	138	117	10,857	2,028	13,292	93 5 11	96 5 5
Aided, under private management :—									
Darrang (Tezpur)	1	23	20	17	...	755	935	37 12 0	46 12 0
Garo Hills (Tura)	1	58	67	56	1,036	...	2,561	15 7 5	38 3 7
Total	2	81	87	73	1,036	755	3,496	20 9 5	40 2 11
TOTAL FOR 1891-92	1	111	105	86	981	...	2,842	9 3 11	27 1 1
Unaided:—									
Kamrup	1	10	10	10	...	...	540	...	54 0 0
Naga Hills	1	7	8	7	...	...	451	...	56 6 0
Total	2	17	18	17	...	...	991	...	55 10 8
TOTAL FOR 1891-92	2	12	18	14	...	...	349	...	19 6 3
Under Departmental management :—									
Training class attached to the—									
Hailakandi Government Middle English School.	1	13	12	11	...	662	662	55 2 8	55 2 8
Goalpara Government Middle English School.	1	8	8	6	...	341	341	42 10 0	42 10 0
Bojali Government Middle Vernacular School (Kamrup).	1	13	8	7	...	91	91	11 6 0	11 6 0
Sarthebari Government Middle Vernacular School (Kamrup).	1	2	3	2	...	...	...	...	...
Chakchaka Aided Lower Primary School, Kamrup.	1	12	7	5	...	204	204	29 2 3	29 2 3
Sidli Local Fund Middle Vernacular School (Goalpara).	1	1	1	1	...	81	81	81 0 0	81 0 0
Puthimari Local Fund Middle Vernacular School (Goalpara).	1	1	1	1	...	35	35	35 0 0	35 0 0
Dalgoma Aided Middle Vernacular School	1	6	6	5	...	168	168	28 0 0	28 0 0
Jamadarhat Aided Middle ditto	1	1	1	1	...	46	46	46 0 0	46 0 0
Chhatrasal ditto ditto	1	4	4	3	...	132	132	33 0 0	33 0 0
Bijni ditto ditto	1	5	4	3	...	102	102	25 8 0	25 8 0
Kakirganj Upper Primary	1	3	3	3	...	125	125	41 6 8	41 6 8
Amguri Aided Middle Vernacular School	1	3	3	3	...	...	...	...	...
Mangaldai Aided Middle English School (Darrang).	1	5	5	4	...	262	262	52 6 5	52 6 5
Nowgong Government Middle Vernacular School (Nowgong).	1	15	15	11	180	277	457	30 7 6	30 7 6
Raha Aided Middle Vernacular School (Nowgong).	1	6	3	4	...	112	112	14 0 0	14 0 0
Jorhat Aided Middle Vernacular School (Sibsagar).	1	12	11	8	...	85	85	7 11 8	7 11 8
Sadiya Local Fund Middle Vernacular School (Lakhimpur).	1	5	5	4	...	54	54	10 12 9	10 12 9
North Lakhimpur Aided Middle English School (Lakhimpur).	1	6	4	4	...	84	84	21 0 0	21 0 0
Total	19	121	109	86	180	2,861	3,041	27 14 5	27 14 5
Total for 1891-92	6	58	60	45	30	1,781	1,811	30 2 11	30 2 11
GRAND TOTAL	29	364	366	296	13,405	5,776	21,877	52 6 6	59 12 5
GRAND TOTAL FOR 1891-92	16	352	350	283	11,868	4,804	19,289	47 10 0	55 1 9

Vernacular Mastership Certificate Examination, 1896-97.

District.	Name of School.	Vernacular Mastership Certificate.															Grand Total passed in 1891-92.
		First Grade.					Second Grade.					Third Grade.					
		Number of candidates.	Number passed.				Number of candidates.	Number passed.				Number of candidates.	Number passed.				
			High.	Medium.	Low.	Total.		High.	Medium.	Low.	Total.		High.	Medium.	Low.	Total.	Grand total passed, 1896-97.	
Government Schools :—																		
Kamrup	Gauhati	5	1	2	1	4	13	...	6	5	11	4	...	1	1	2	17	21
Khasi and Jaintia Hills.	Shillong*	...	...	...	...	...	3	...	...	...	1	...	...	...	...	...	1	2
Total	...	5	1	2	1	4	16	...	6	5	12	4	...	1	1	2	18	23

* The Shillong first grade Training School sent up three candidates, of whom one passed.

Guru Certificate Examination, 1896-97.

District.	Name of School.	Guru Certificate Examination.					Grand total passed in 1891-92.
		Number of candidates.	Number passed.				
			High.	Medium.	Low.	Total.	
Government Schools :—							
Cachar	Haflang	1	...	...	...	...	...
Kamrup	Gauhati	13	3	10	...	13	12
Darrang	Tezpur	4	1	1	...	2	4
Sibsagar	Sibsagar	10	1	4	2	7	3
Lakhimpur	Dibrugarh	5	...	3	2	5	3
Khasi and Jaintia Hills	Shillong	10	...	...	...	5*	7
Aided Schools :—							
Darrang	Tezpur Mission	5	...	...	...	...	3
Garo Hills	Tura	11	...	...	1	1	...
Training Classes :—							
Cachar	Hailakandi	9	...	2	2	4	2
Sibsagar	Jorhat	4	...	...	1	1	...
Goalpara	Goalpara	4	...	...	1	1	...
Ditto	Jamadarhat	1	1	...	...	1	...
Kamrup	Bajali	5	...	4	...	4	...
Nowgong	Nowgong	12	2	5	5	12	5
Darrang	Mangaldai Aided	2	...	1	1	2	3
Nowgong	Raha Aided	5	...	1	4	5	4
Goalpara	Chhatrasal	2	...	1	1	2	...
Ditto	Dalgoma	3	...	1	1	2	...
Kamrup	Chakchaka Aided Pathsala	4	...	1	1	2	2
Ditto	Sarthebari	1	...	1	...	1	...
Goalpara	Fakirganj	3	...	...	...	...	...
Ditto	Giris	...	...	...	...	...	1
Total		114	8	35	22	65+5*	49

* Division cannot be ascertained, as the papers have been destroyed by the earthquake of 12th June 1897.

Expenditure from the Williamson Trust Fund for 1896-97.

Head of charges.	Amount.
	R
Pay of Lecturer	874
,, Servants	120
Stipends in Artizan School	1,089
,, Sibpur	330
Contribution to the Railway	600
Miscellaneous	383
TOTAL	3,396

Principal Statistics of Law Classes.

	Number of institutions.	Number of pupils. On rolls on 31st March.	Number of pupils. Average number on rolls monthly during the year.	Number of pupils. Average daily attendance.	Direct expenditure. Fees.	Direct expenditure. Total.	Cost of educating each pupil.	Number of pupils that competed for pleadership examination.	Number passed.
					R	R	R a. p.		
Unaided :—									
Cachar	1	9	10	6	695	695	69 8 0	4	1
Sylhet	1	32	29	23	1,950	1,950	67 3 11	29	5
Kamrup	1	6	8	6	330	330	47 8 0	...	...
TOTAL	3	47	47	35	3,025	3,025	64 5 9	33	6
TOTAL FOR 1891-92	2	39	34	16	2,345	2,345	60 11 9	8	*2

Schools for Native Girls.

Class of instruction.	1891-92. Schools.	1891-92. Pupils.	1891-92. Average number to each school.	1896-97. Schools.	1896-97. Pupils.	1896-97. Average number to each school.
Aided Middle Vernacular	2	48	24	2	76	38
,, Upper Primary	...	...	...	4	205	51
Unaided ,,	...	...	...	1	48	48
Lower Primary, Government	2	26	13	...	...	...
Lower Primary, managed by Local and Municipal Boards.	104	1,556	15	195	2,857	15
Lower Primary, aided by Local and Municipal Boards.	15	418	28	29	726	25
Lower Primary, unaided	27	411	15	30	476	16
TOTAL	150	2,459	16	261	4,388	17

Principal Statistics of Girls' Schools.

District.	Number of institutions.	Number of pupils. On rolls on 31st March.	Number of pupils. Average number of rolls monthly during the year.	Number of pupils. Average daily attendance.	Direct expenditure. From State. Provincial.	From State. Local.	From State. Municipal.	Other sources. Fees.	Other sources. Subscriptions and endowments.	Total.	Cost of educating each pupil. To Government.	To the public.	Total.
						Girls' Middle Vernacular Schools.							
					R	R	R	R	R	R	R a. p.	R a. p.	R a. p.
Aided :—													
Goalpara (Dhubri)	1	37	31	22	...	240	180	...	200	620	13 8 9	6 7 3	20 0 0
Lakhimpur (Dibrugarh)	1	39	27	19	...	240	180	...	30	450	15 8 11	1 1 9	16 10 8
Total Aided Middle Vernacular Schools for 1896-97	2	76	58	41	...	480	360	...	230	1,070	14 7 9	3 15 5	18 7 2
Ditto Ditto for 1891-92	2	48	54	37	...	482	300	...	111	893	14 7 8	2 0 10	16 8 6
						Girls' Upper Primary Schools.							
Aided :—													
Goalpara	1	26	24	14	...	120	84	...	36	240	8 8 0	1 8 0	10 0 0
Khasi and Jaintia Hills	3	179	156	134	160	...	...	63	1,120	1,343	1 0 5	7 9 4	8 9 9
Total	4	205	180	148	160	120	84	63	1,156	1,583	2 0 4	6 12 5	8 12 9
Total for 1891-92	...	...	...	...	...	...	...	...	...	...	...	...	...
Unsided :—													
Cachar	1	48	40	35	...	...	...	...	240	240	...	6 0 0	6 0 0
Total Aided and Unaided Schools for 1896-97	5	253	220	183	160	120	84	63	1,396	1,823	1 10 6	6 10 1	8 4 7
Total for 1891-92	...	...	...	...	...	...	...	...	...	...	...	...	...
						Girls' Lower Primary Schools.							
Local Fund and Municipal :—													
Cachar	30	447	418	330	...	1,670	...	...	...	1,670	3 15 11	...	3 15 11
Sylhet	128	1,820	1,813	1,343	...	5,426	...	17	36	5,479	2 15 11	0 0 5	3 0 4
Goalpara	4	71	68	54	...	187	...	...	10	197	2 12 2	0 2 4	2 14 4
Kamrup	12	200	200	135	...	726	270	...	...	996	4 15 8	...	4 15 8

Darrang	1	17	19	11	...	72	...	...	...	72	3 12 8	...	3 12 8
Nowgong	3	52	64	37	...	178	...	...	5	183	2 12 6	0 1 3	2 13 9
Sibsagar	13	184	183	126	...	606	192	...	...	798	4 5 9	...	4 5 9
Lakhimpur	4	66	68	39	...	230	...	...	...	230	3 6 1	...	3 6 1
TOTAL LOCAL AND MUNICIPAL SCHOOLS	195	2,857	2,833	2,075	...	9,095	462	17	51	9,625	3 5 10	0 0 6	3 6 4
TOTAL GOVERNMENT, LOCAL AND MUNICIPAL SCHOOLS, 1891-92	106	1,582	1,568	1,110	56	4,607	647	67	270	5,647	3 6 2	0 3 5	3 9 7
Aided :—													
Cachar	1	18	20	12	...	56	...	...	...	56	2 12 10	...	2 12 10
Sylhet	4	72	65	53	...	53	...	...	15	68	0 13 1	0 3 8	1 0 9
Goalpara	2	45	46	34	...	132	...	...	50	182	2 13 11	1 0 5	3 14 4
Darrang	1	47	41	33	...	276	288	...	180	744	13 12 1	4 6 3	18 2 4
Nowgong	2	60	62	42	...	291	55	...	226	572	5 9 3	3 10 4	9 3 7
Sibsagar	1	27	21	19	...	300	236	...	3	539	25 8 5	0 2 3	25 10 8
Khasi and Jaintia Hills	18	457	492	313	691	...	180	135	2,294	3,861	1 12 4	4 15 0	6 11 4
TOTAL AIDED SCHOOLS	29	726	747	506	691	1,108	759	135	2,768	5,461	3 6 9	3 14 2	7 4 11
DITTO FOR 1891-92	15	418	404	281	887	454	285	146	1,598	3,314	3 14 2	4 5 0	8 3 2
TOTAL LOCAL AND AIDED SCHOOLS	224	3,583	3,580	2,581	691	10,203	1,221	152	2,819	15,086	3 6 2	0 13 3	4 3 5
TOTAL GOVERNMENT, LOCAL AND AIDED SCHOOLS FOR 1891-92	121	2,000	1,972	1,391	887	5,061	1,932	213	1,868	8,961	3 7 10	1 0 11	4 8 9
Unaided :—													
Cachar	2	25	26	21	...	...	...	...	...	...	...	...	...
Sylhet	24	373	367	292	...	...	...	...	...	...	...	...	...
Goalpara	2	43	32	24	...	...	...	...	63	63	...	1 15 6	1 15 6
Nowgong	1	25	23	16	...	...	...	...	...	...	...	...	...
Khasi and Jaintia Hills	1	10	12	9	...	...	...	66	44	110	...	9 2 8	9 2 8
TOTAL OF UNAIDED SCHOOLS	30	476	460	362	...	...	...	66	107	173	...	6 0 3	6 0 3
DITTO DITTO FOR 1891-92	27	411	382	320	...	...	...	4	504	508	...	1 5 3	1 5 3
GRAND TOTAL OF LOCAL, AIDED AND UNAIDED LOWER PRIMARY SCHOOLS.	254	4,059	4,040	2,943	691	10,203	1,221	218	2,926	15,259	3 0 0	0 12 5	3 12 5
GRAND TOTAL OF GOVERNMENT, LOCAL, AIDED AND UNAIDED LOWER PRIMARY SCHOOLS FOR 1891-92.	148	2,411	2,354	1,711	887	5,061	932	217	2,372	9,469	5 1 4	1 14 7	6 15 11

Number of Native Girls at School for 1896-97.

Class of School.	Number of Girls.		Total.
	In Girls' Schools.	In Boys' Schools.	
Middle Schools	76	19	95
Upper Primary	241	42	283
Lower „	3,757	4,113	7,870
Special Schools	18	..	18
Total	4,092	4,174	8,266

Classification according to race or creed of pupils in Girls' Schools for 1896-97.

	Number on rolls on 31st March 1897.	Hindus.		Muhammadans.		Others.	
		Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
Girls' Middle Schools	76	71	93·42	3	3·95	2	2·63
„ Upper Primary Schools	253	65	25·69	...	...	188	74·31
„ Lower „ „	4,059	2,658	65·49	721	17·76	680	16·75
Total	4,388	2,794	63·67	724	16·50	870	19·83

Result of Examination for pupils of Lower Primary Girls' Schools for 1896-97.

	Number of Primary Schools sending candidates.	Number of Schools from which candidates passed.	Number of candidates who competed.	Number of candidates passed					Number of scholarships awarded.
				In the First Division.	In the Second Division.	In the Third Division.	By Grace.	Total.	
Cachar	1	1	1	1	...	...	...	1	1
Sylhet	1	1	1	1	...	...	...	1	1
Goalpara	...	...	...	...	...	...	...	...	...
Kamrup	3	2	5	1	1	...	...	2	1
Darrang	1	1	4	3	1	...	...	4	1
Nowgong	1	1	2	...	1	...	1	2	...
Sibsagar	2	1	5	1	2	...	...	3	...
Khasi and Jaintia Hills	4	4	14	7	3	...	1	11	3
Total	13	11	32	14	8	...	2	24	7

Number of Girls who passed Departmental Examinations during the official year 1896-97.

	1866-97.				
	Number of girls passed at the				
	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Total.
From Girls' Schools	2	1	5	29	37
„ Boys' Schools	...	...	1	6	7
Total	2	1	6	35	44

Number and percentage of Muhammadan pupils in all classes of institutions.

	1891-92.			1896-97.		
	Total number of pupils.	Number of Muhammadans.	Percentage of Muhammadans.	Total number of pupils.	Number of Muhammadans.	Percentage of Muhammadans.
Public Institutions :—						
Arts College	...	...	...	27	1	3·70
High Schools	3,452	435	12·60	3,931	547	13·91
Middle English Schools	3,999	626	15·65	4,631	742	16·02
„ Vernacular Schools	2,902	489	16·85	3,061	556	18·16
Upper Primary	3,973	597	15·02	4,373	776	17·74
Lower „	62,940	10,501	16·67	79,394	14,351	17·96
Training and other Special Schools	635	152	23·93	743	238	32·03
TOTAL	77,901	12,360	16·43	96,660	17,211	17·81
Private Institutions :—						
Advanced	1,798	364	20·24	2,647	845	31·92
Elementary	3,939	3,563	90·45	4,234	3,746	88·47
TOTAL	5,737	3,927	68·48	6,881	4,591	66·72
GRAND TOTAL	83,638	16,727	20·00	103,541	21,802	21·06

Expenditure from the Mohsin Fund.

Head of Charges.	Amount.
	₹
Part pay of Maulvis of the Sylhet Government High School	81
Scholarships at ₹3 each	521
Two-thirds schooling fees	120
Admission fees	15
Prizes	8
TOTAL	745

Results of Examinations for 1896-97.

	Number of successful Candidates.		
	Total.	Muhammadans.	Scholarships.
First Arts Examination	6	...	...
Entrance „	118	2	2
Middle English „	90	10	1
„ Vernacular „	212	20	2
Upper Primary „	190	19	2
Lower „ „	1,854	259	23
TOTAL	2,470	310	30

Principal Statistics of Private Institutions.

District.	Advanced teaching.				Elementary Schools teaching a vernacular only or mainly.		Elementary Maktabs (Koran Schools).				Other Schools.				Total.	
	Arabic or Persian.		Sanskrit tols.		Boys.		Boys.		Girls.		Boys.		Girls.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Cachar	6	175	3	38	...	...	46	699	...	...	...	...	...	...	55	912
Sylhet	12	552	30	657	...	...	125	2,695	4	75	1	98	1	20	173	4,097
Goalpara	...	...	2	44	...	...	2	57	...	...	...	...	...	...	4	101
Kamrup	...	...	40	929	...	...	...	...	...	...	1	25	...	...	41	954
Darrang	...	...	2	28	...	...	3	25	...	...	...	...	...	...	5	53
Nowgong	...	...	2	42	...	...	1	21	...	...	2	60	...	...	5	123
Sibsagar	3	118	2	54	8	85	2	108	...	...	3	92	...	...	18	457
Lakhimpur	...	...	1	10	...	...	2	39	...	...	5	135	...	...	8	184
TOTAL	21	845	82	1,802	8	85	181	3,644	4	75	12	410	1	20	309	6,881
TOTAL FOR 1891-92	12	364	76	1,434	9	178	179	3,358	13	123	9	280	...	...	298	5,737

Result of Arabic or Persian School Examination for 1896-97.

	Number of Maktabs.		Number of candidates.	Number passed.
	Competing.	Successful.		
Sylhet	7	7	23	13
Cachar	1	1	8	2
Sibsagar	1	1	3	2
Total	9	9	34	17

Result of the Sanskrit First Examination for 1896-97.

District.	Number of Schools.		Number of stipends granted to teachers.	Number of candidates.	Number passed in translation and in other subjects.	Number of Scholarships awarded to successful candidates.
	Competing.	Successful.				
Cachar	2	1	1	3	1	...
Sylhet	14	12	7	63	38	5
Goalpara	1	...	...	1	...	...
Kamrup	22	13	6	55	17	5
Darrang	1	1	...	2	1	1
Nowgong	1	...	...	4	...	...
Sibsagar	1	1	1	4	4	...
Total	42	28	15	132	61	11

Result of the Sanskrit Second Examination for 1896-97.

District.	Number of Schools.		Number of stipends granted to teachers.	Number of candidates.	Number passed in translation and in other subjects.	Number of Scholarships awarded to successful candidates.
	Competing.	Successful.				
Sylhet	3	3	3	10	8	4
Goalpara	1	1	1	1	1	1
Kamrup	10	5	1	13	5	4
Darrang	1	1	1	1	1	1
Nowgong	1	...	...	1	...	...
Total	16	10	6	26	15	10

Assamese Text Books.

Subject.	Number.	Examined.			Not examined.
		Approved.	Rejected.	Returned for correction.	
Prose	8	4	3	1	...
Poetry	3	1	1	1	...
Mathematics	2	2	...	...	...
Geography	...	...	...	...	...
Total	13	7	4	2	...

Return of Schools and Scholars in European and Eurasian Schools, Assam, for the official year 1896-97.

Class of Institution.	Public Institutions.																Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning—			Classification of scholars on the 31st of March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.
	Under public management.								Under private management.																			
	Managed by Government.				Managed by Local Fund and Municipal Boards.				Aided by Government or by Local Fund or Municipal Boards.				Unaided.															
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number of the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
SCHOOLS FOR SPECIAL INSTRUCTION.																												
School Education, Special. Shillong European and Eurasian Girls'	...	...	...	...	...	...	...	...	1	18	21	15	...	...	...	...	1	18	18	...	...	18	...	...	...	...	...	8
Total	...	...	...	...	...	...	...	...	1	18	21	15	...	...	...	...	1	18	18	...	...	18	...	...	...	...	...	

Return of Expenditure on European and Eurasian Schools, Assam, for the Official year 1896-97.

Objects of Expenditure.	Public Institutions.																						Total expenditure from					Grand Total.
	Under Public Management.												Under Private Management.															
	Managed by Government.							Managed by Local Fund and Municipal Boards.							Aided by Government or by Local Fund or Municipal Boards.						Unaided.							
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
SCHOOLS FOR SPECIAL INSPECTION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
School Education, Special. } Shillong European and Eurasian Girls'.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,820	...	...	3,585	...	...	5,405	...	...	...	...	1,820	...	...	3,585	...	5,405
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,820	...	...	3,585	...	...	5,405	...	...	...	...	1,820	...	...	3,585	...	5,405

Return of the Stages of Instruction of Pupils in the European and Eurasian Schools, Assam, at the end of the official year 1896-97.

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			Upper primary stage. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Lower primary stage. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
or girls . Aided—English—Shillong European and Eurasian.	1	18	...	...	...	...	...	...	...	2	2	3	4	7	5	4	9	8	10	18
Total .	1	18	...	...	...	...	...	...	...	2	2	3	4	7	5	4	9	8	10	18

Classification of Pupils according to Religion in Public and Private Institutions.

District.	Population.			Number of pupils on 31st March.				Percentage.			
	Hindus.	Muhammadans.	Others.	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.
Cachar Plains	239,934	112,846	14,762	3,773	2,667	1,815	8,255	1·52	2·36	7·13	2·14
North Cachar	8,221	15	10,705								
Sylhet	1,016,068	1,123,984	14,541	26,759	14,828	1,189	42,767	2·63	1·32	8·18	1·99
Goalpara	209,482	124,455	118,367	4,068	1,167	1,098	6,333	1·94	·94	·93	1·40
Kamrup	445,197	55,350	133,702	10,979	963	653	12,595	2·47	1·74	·49	1·98
Darrang	195,937	18,454	93,370	3,396	358	487	4,241	1·73	1·94	·52	1·38
Nowgong	214,269	14,137	115,735	4,925	309	601	5,835	2·29	2·19	·52	1·69
Sibsagar	418,725	19,805	18,744	10,071	1,112	532	11,715	2·41	5·61	2 84	2·56
Lakhimpur	227,234	8,086	18,733	2,806	307	854	3,967	1·24	3·79	4·56	1·56
Naga Hills	4,438	209	118,220	69	2	221	292	1·55	·95	·19	·24
Khasi and Jaintia Hills	4,567	820	192,517	134	23	5,829	5,986	2·93	2·80	3·03	3 02
Garo Hills	11,393	5,597	104 580	36	54	861	951	·32	·97	·82	·78
Manipur	...	...	...	560	12	32	604	...	...	...	..
Total	2,995,465	1,483,758	953,976	67,567	21,802	14,172	103,541	2·26	1·47	1·48	1·91
Total for 1891-92	2,995,465	1,483,758	953,976	55,995	16,727	10,916	83,638	1·87	1·13	1,14	1·54

Percentage of Pupils in Public and Private Institutions on children of a school-going age.

District.	Males of school-going age.	Females of school-going age.	Pupils actually at school.			Percentage of males and females at school to males and females of a school-going age.		
			Males.	Females.	Total.	Males.	Females.	Total.
Khasi and Jaintia Hills	14,190	15,495	4,180	1,806	5,986	29·45	11·65	20·17
Sibsagar	36,149	32,441	11,222	493	11,715	31·04	1·51	17·08
Cachar, including Hill tracts	30,551	27,420	7,436	819	8,255	24·33	2·98	14·24
Kamrup	48,154	46,983	12,185	410	12,595	25·30	·87	13 24
Nowgong	26,668	24,952	5,527	308	5,835	20·72	1·23	11·30
Sylhet	165,140	158,048	39,077	3,690	42,767	23·66	2·33	13·23
Lakhimpur	20,460	17,647	3,859	108	3,967	18·86	·61	10·41
Darrang	24,207	21,957	4,114	127	4,241	16·99	·57	9·19
Goalpara	35,494	32,351	5,896	437	6,333	16·61	1·35	9·34
Garo Hills	9,181	9,053	773	178	951	8·41	1·96	5·21
Naga ,,	9,329	9,100	275	17	292	2 94	·18	1·58
Manipur	...	...	604	...	604	...	...	...
Total	419,523	395,446	95,148	8,393	103,541	22 68	2·12	12·70
Total for 1891-92	419,523	395,446	78,379	5,259	83,638	18·68	1·33	10·26

Return showing the number of Assam students reading in Bengal and Assam Arts Colleges for University Examinations.

Name of School from which the pupil matriculated.	Number of pupils in University.		Number who passed F. A. in 1897.	Number of pupils in University.		Number who passed B. A. in 1897.	Number of pupils in fifth year.	Number who passed M. A. in 1897.
	First year.	Second year.		Third year.	Fourth year.			
Government—								
Silchar	2	6	5	1	5	1	...	...
Sylhet	16	19	9	6	9	2	2	...
Dhubri	5	3	1	2	3	1	...	1
Gauhati	5	9	4	2	7	...	1	...
Tezpur	3	8	3	1	3	1	...	...
Nowgong	1	3	1	...	3	...	...	...
Sibsagar	4	2	1	2	1	...	...	...
Jorhat	...	2	...	...	3	1	...	...
Dibrugarh	4	2	1	1	4	2	...	...
Shillong*	...	...	...	...	...	...	...	...
Aided—								
Habiganj	7	4	2	3	4	1	...	...
Sunamganj	4	4	...	2	1	...	...	...
Maulvibazar	...†	...	2	...	...	1	...	...
Karimganj*	...	...	...	...	...	...	...	...
Barpeta*	...	...	...	...	...	...	...	...
Unaided—								
Murarichand	...	...	...	1	2	...	...	...
Sibsagar (Bezbarua)*	...	...	...	...	...	...	...	...
Jorhat („)*	1	2	...	...	...	...	...	...
Golaghat(„)*	...	...	...	...	...	...	...	...
Shella*	...	...	...	...	...	...	...	...
Gauhati (Sonaram)*	...	...	...	...	...	...	...	...
Total	52	64	29	21	45	10	3	1

* Information not furnished.
† Do. incomplete.

Classification of Pupils in High Schools according to Religion.

Year.	Number on rolls on 31st March.	Hindus.	Percentage.	Musalmans.	Percentage.	Others.	Percentage.
1891-92	3,452	2,878	83·37	435	12·60	139	4·03
1892-93	3,473	2,913	83·88	453	13·04	107	3·08
1893-94	3,462	2,871	82·93	453	13·08	138	3·99
1894-95	3,769	3,130	83·05	521	13·82	118	3·13
1895-96	3,741	3,048	81·48	536	14·33	157	4·19
1896-97	3,931	3,196	81·30	547	13·92	188	4·78

Results of the Entrance Examination for High Schools for last five years.

	Name of School.	1893.		1894.		1895.		1896.		1897.	
		Number of candidates who appeared.	Number passed.	Number of candidates who appeared.	Number passed.	Number of candidates who appeared.	Number passed.	Number of candidates who appeared.	Number passed.	Number of candidates who appeared.	Number passed.
	Government.										
Assam Valley.	Dhubri (Goalpara)	12	9	9	4	3	3	6	6	9	6
	Gauhati (Kamrup)	11	7	9	5	13	8	14	6	13	11
	Tezpur (Darrang)	8	7	3	1	9	6	8	3	7	6
	Nowgong	9	9	2	2	4	3	3	1	5	3
	Sibsagar	4	4	8	6	6	4	4	4	5	4
	Jorhat (Sibsagar)	10	3	8	6	5	...	5	1	8	7
	Dibrugurh (Lakhimpur)	5	5	3	3	7	3	6	4	5	3
	Aided.										
	Barpeta (Kamrup)	4	2	6	1	8	2	6	...	6	1
	Unaided.										
	Sonaram Institution (Kamrup)	...	...	...	...	...	...	1	...	3	...
	Bezborua (Sibsagar)	5	2	4	1	3	1	2	...	2	1
	Golaghat Bezborua (Sibsagar)	4	4	5	4	5	2	5	1	5	2
	Jorhat „ „			No School		6	1	4	2	3	1
	Total	72	52	57	33	69	33	64	28	71	45
	Government.										
Surma Valley.	Silchar (Cachar)	8	8	4	2	8	6	7	5	10	10
	Sylhet	23	18	22	20	26	19	18	17	22	18
	Aided.										
	Habiganj (Sylhet)	15	8	14	4	14	7	12	12	13	7
	Sunamganj „	11	8	7	3	8	5	6	5	17	6
	Maulvi Bazar	5	4	4	3	6	4	8	6	10	8
	Karimganj			No School.				3	1	4	4
	Unaided.										
	Murari Chand (Sylhet)	14	11	12	5	6	5	7	7	13†	10
	National Institution	20	11	18	12	14	5	12	10		
	Total	95	68	81	49	82	51	73	63	89	63
Hills Districts.	Shillong (Khasi and Jaintia Hills)	13	9	7	2	10	7	11	10	10	9
	Unaided.										
	Shella (Khasi and Jaintia Hills)		No School.			2	1	2	2	1	...
	Total	13	9	7	2	12	8	13	12	11	9
	GRAND TOTAL	181	129	145	84	163	92	150	103	171*	117*

* Excludes 2 candidates who appeared and 1 pass from the Shillong Training School.
† Both the schools were amalgamated in 1896-97.

Candidates who have obtained Junior Scholarships from Assam, 1897.

No.	Name of Scholar.	Age.	School from which the Scholarship is obtained.	College where scholarship is made tenable.
	Scholarship, Rs. 25 per mensem.			
1	Surendra Nath Chaudhari	15—10	Sylhet Government	Presidency College, Calcutta.
2	Jogindra Chandra Das	16	Murarichand Collegiate	Murarichand College, Sylhet.
	Brahmaputra Valley Scholarship, Rs. 20 per mensem.			
1	Kanak Chandra Das	18	Nowgong	Hughli College.
2	Kali Ram Medhi	15	Gauhati Government	City College, Calcutta.
3	Protap Chandra Hazairika	18—2	Tezpur ,,	Metropolitan Institution, Calcutta.
	Jagannath Bujar Barna	16	Gauhati ,,	St. Xavier's College, Calcutta.
5	Sabha Ram Das	18	Ditto ,,	City College, Calcutta.
	Kamal Chandra Kagti	15—3	Jorhat ,,	Ditto.
7	Bisvesvar Chaugkakati	15—8	Dibrugarh ,,	Ripon College, Calcutta.
8	Hara Nath Sarma	16	Jorhat Bezbama	St. Xavier's College, Calcutta.
	Daupati Das	19	Gauhati Government	City College, Calcutta.
	Sri Nath Barna	19	Dibrugarh ,,	St. Xavier's College, Calcutta.
11	Chandra Hansa Das	17—9	Tezpur ,,	Metropolitan Institution, Calcutta.
12	Ramani Kanta Das	17—5	Ditto ,,	Ditto.
13	Padma Nath Deka	21	Ditto ,,	Ditto.
	Paramananda Chaudhari	18—6	Gauhati ,,	City College, Calcutta.
	Ramesh Chandra Rajkhoa	17	Sibsagar ,,	Ditto.
	Hill Districts Scholarship, Rs. 20 per mensem.			
1	N. Alexander	18	Shillong Government	Free Church Institution, Calcutta.
2	N. Jushon	14—6	Ditto ,,	Ditto.
3	N. Nihon Roy	17	Ditto ,,	Ditto.
	N. Dar Sing	16	Ditto Training	Ditto.
	Surma Valley Scholarship, Rs. 15 per mensem.			
1	Krishna Sundar Dam	16—5	Sylhet Government	Presidency College, Calcutta.
2	Dakshina Charan Syam	16—1	Ditto ,,	Ripon College, Calcutta.
3	Radha Madhab Rai	16—10	Ditto ,,	Presidency College, Calcutta.
	Mahendra Kumar Dam	17—10	Ditto ,,	City College, Calcutta.
	Kumudi Kanta Basu	17—4	Silchar ,,	Dacca College, Dacca.
6	Sasi Sekhar Majumdar	15—10	Sylhet ,,	Ripon College, Calcutta.
	Scholarships given to Muhammadans, Surma Valley, Rs. 15 per mensem.			
1	Sariat Ulla	19	Habiganj	Jagannath College, Dacca.
2	Israil Ali	19—4	Sylhet Government	Calcutta Madrassa, Calcutta.
	Scholarships awarded to others than Natives of the Brahmaputra Valley or Hill Districts reading in schools in these parts of the Province, Rs. 20 per mensem.			
1	Dvijendra Mohan Sen Gupta	17	Gauhati Government	Dacca College, Dacca.
2	Jotindra Chandra Moitra	14—7	Tezpur ,,	Presidency College, Calcutta,
3	Suresh Chandra Basu	13—6	Shillong ,,	Ditto.
4	Satish Chandra Das Gupta	16	Gauhati ,,	Dacca College, Dacca.
5	Nani Gopal Chattopadhyaya	15	Shillong ,,	Presidency College, Calcutta.
6	Iran Ranjan Lahiri	12	Gauhati ,,	Krishnagar College, Krishnagar.
	Satish Chandra Roy	17	Dhubri ,,	Dacca College, Dacca.
8	Sital Kumar Ghose	15—6	Shillong ,,	Presidency College, Calcutta.
	JUBILEE SCHOLARSHIPS.			
	Brahmaputra Valley Scholarships, six extra Jubilee Scholarships, at Rs. 20 per mensem each.			
1	Jogesvar Goswami	16	Jorhat Government	City College, Calcutta.
2	Lala Ram Saikiah	18	Nowgong	St. Xavier's College, Calcutta.
3	Tankesvar Chaliha	16	Golaghat Bezbama	Presidency College, Calcutta.
4	Dibakar Kharghoria	16	Jorhat Government	City College, Calcutta.
5	Bidya D ar Das	18—5	Dibrugarh	Ripon College, Calcutta.
6	Maheswar Barthakur	15	Sibsagar Bezbama	Victoria College, Cooch Bihar.
	Surma Valley Scholarships, six extra Jubilee Scholarships, at Rs. 15 per mensem each.			
1	Ram Chandra Das	15—10	Habiganj, Sylhet	Jagannath College, Dacca.
2	Ratna Govinda De	17—10	Sylhet Government	Murarichand College, Sylhet.
3	Brajadayal Sarma	17—8	Silchar ,,	Ditto.
4	Jadulal Gongopadhaya	14—1	Sylhet ,,	Dacca College, Dacca.
5	Rasbihari Chaudhari	15	Maulvi Bazar, Sylhet	
6	Surendra Nath Basu	14	Sunamganj Jubilee, Sylhet	Jagannath College, Dacca.
	Scholarships awarded to others than Natives of the Brahmaputra Valley or Hill Districts reading in schools in these parts of the Province, from extra Jubilee Scholarships, at Rs. 15 per mensem each.			
1	Jotindra Kumar Basu	15	Jorhat Government	Dacca College, Dacca.
2	Kali Prosanna Chakravarti	16	Dhubri	Ditto.
3	Kamkhya Prosad De	16—6	Shillong	Presidency College, Calcutta.
4	Surendra Nath Pal	17	Gauhati Government	Hugli College.

Return showing the present position of pupils who left High Schools from the first class, 1896-97.

Name of School.	Number that left during 1896-97.	Number that received appointments.	Number of apprentices.	Number unemployed.	Number of pupils about whom nothing is known.
Government—					
Silchar	5	1	2	2	...
Sylhet	8	...	...	7	1
Dhubri	7	1	1	2	3
Gauhati	9	2	2	2	3
Tezpur	1	1	...	...	...
Nowgong	1	1	...	...	...
Sibsagar	3	...	...	1	2
Jorhat	5	1	...	2	2
Dibrugarh	5	2	1	1	1
Shillong*					
Aided—					
Habiganj	...	...	...	...	...
Sunamganj	...	...	...	...	...
Maulavibazar	6	...	1	5	...
Karimganj	None left.				
Barpeta*					
United—					
Murarichand	...	...	...	...	...
Sibsagar (Bezborua)	1	1	...	...	...
Golaghat (,,)*					
Jorhat (,,)*	2	1	...	1	...
Shella*					
Gaubati (Sonaram)*					
Total	53	11	7	23	12

* Information not furnished.

Result of Examination for Middle English Schools.

District.	Number of Middle English Schools.				Number of schools sending examinees.								Number of examinees.								Number passed.								Number who gained Middle English Scholarships.	Number who gained Middle Vernacular Scholarships.
					Government.		Aided		Unaided		Total		Government.		Aided.		Unaided.		Total.		Government.		Aided.		Unaided.		Total.			
	Government.	Aided.	Unaided.	Total.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.		
Cachar	1	1	...	2	1	1	1	1	...	...	2	2	5	5	8	6	...	...	13	11	2	6	7	4	...	...	9	10	1	2
Sylhet	...	31	4	35	...	...	29	29	...	...	29	29	...	...	89	63	...	...	89	63	...	...	47	61	...	...	47	61	5	6
Goalpara	1	5	2	8	1	1	3	3	1	1	5	5	4	...	6	4	2	...	12	4	4	...	5	4	1	...	10	4	1	1
Kamrup	...	3	...	3	...	...	3	2	...	...	3	2	...	...	5	8	...	...	5	8	...	...	3	6	...	...	3	6	1	...
Darrang	...	1	...	1	...	...	1	1	...	...	1	1	...	...	1	...	...	...	1	...	...	...	1	...	...	...	1	...	1	...
Sibsagar	...	4	3	7	...	...	4	4	...	...	4	4	...	...	13	...	...	...	13	...	...	...	7	2	...	...	7	2	1	2
Lakhimpur	...	5	...	5	...	...	2	1	...	...	2	1	...	...	4	...	...	...	4	...	...	...	1	...	...	...	1	...	...	...
Khasi and Jaintia Hills	...	...	3	3	...	...	...	...	2	2	2	2	...	...	...	...	13	...	13	...	...	...	...	...	10	...	10	...	3	...
Manipur	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Naga Hills	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	51	12	66	2	2	43	41	3	3	48	46	9	5	126	81	15	...	150	86	6	6	71	77	11	...	88	83	13	11
Total for 1891-92	2	32	15	49	2	2	28	26	4	3	34	31	6	8	56	88	17	1	79	97	5	1	32	65	4	3	41	69	9	16

Result of Examination for Middle Vernacular Schools.

District.	Number of Middle Vernacular Schools.				Number of Schools sending examinees.								Number of examinees.				Number passed.				Number who gained Middle Vernacular Scholarships.
					Government.		Aided.		Unaided.		Total.										
	Government.	Aided.	Unaided.	Total.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Government.	Aided.	Unaided.	Total.	Government.	Aided.	Unaided.	Total.	
Sylhet	3	14	...	17	3	3	13	12	1	1	17	16	4	58	3	65	4	53	3	60	6
Goalpara	2	8	...	10	1	1	6	5	...	...	7	6	2	14	...	16	1	9	...	10	2
Kamrup	6	3	...	9	5	5	2	2	...	...	7	7	25	9	...	34	21	5	...	26	1
Darrang	2	1	...	3	1	1	1	1	...	...	2	2	6	2	...	8	5	2	...	7	2
Nowgong	1	1	1	3	1	1	1	1	...	...	2	2	3	8	...	11	2	4	...	6	3
Sibsagar	1	1	...	2	1	1	1	1	...	...	2	2	3	3	...	6	3	1	...	4	...
Lakhimpur	3	...	...	3	2	2	...	...	...	...	2	2	9	...	...	9	6	...	...	6	3
Garo Hills	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	18	29	1	48	14	14	24	22	1	1	39	37	52	94	3	149	42	74	3	119	17
Total for 1891-92	14	27	2	43	13	9	22	17	2	2	37	28	87	97	6	190	45	50	3	98	14

Boarding-houses attached to Government High Schools.

School.	Number of boarders the institution can accommodate.	Number of boarders on 31st March.	Average number on the rolls monthly during the year.	Sanctioned yearly expenditure for establishment, head money and contingent charges.	Expenditure.		Total.
					Establishment, head money and contingent charges.	Construction and repairs.	
				Rs.	Rs.	Rs.	Rs.
Silchar	16	10	11	198	198	143	341
Sylhet	...	8	8	184	94	...	94
Dhubri	...	20	...	308	252	...	252
Gauhati	36	22	...	228	264	227	491
Tezpur	36	20	21	156	154	175	329
Nowgong	40	39	36	230	241	372	613
Sibsagar	...	...	...	84	...	...	...
Jorhat	14	9	12	144	130	253	383
Dibrugarh	24	24	...	244	244	292	536
Total		152		1,776	1,577	1,462	3,039
Total for 1891-92	164	135	...	...	1,494	1,175	2,669

Progress of Lower Primary Schools for Boys.

Districts and Sub-divisions.		Boys' Lower Primaries.							
		1891-92.		1896-97.					
		Number of Schools.	Pupils.	Number of Schools.	Pupils.	Increase of Schools.	Decrease of Schools.	Increase of pupils.	Decrease of pupils.
Cachar	Silchar	91	2,412	119	3,224	28	...	812	...
	Hailakandi	76	1,748	98	2,646	22	...	898	...
	Total	167	4,160	217	5,870	50	...	1,710	...
Sylhet	North Sylhet	125	4,514	175	5,888	50	...	1,374	...
	Sunamganj	96	2,757	149	4,137	53	...	1,380	...
	Habiganj	147	5,158	169	6,211	22	...	1,053	...
	South Sylhet	156	5,801	217	7,898	61	...	2,097	...
	Karimganj	96	3,179	152	5,382	56	...	2,203	...
	Total	620	21,409	862	29,516	242	...	8,107	...
Goalpara	Dhubri	76	1,822	88	2,300	12	...	478	...
	Goalpara	98	2,138	93	1,917	...	5	...	221
	Total	174	3,960	181	4,217	7	...	257	...
Kamrup	Gauhati	241	7,537	241	7,122	...	...	...	415
	Barpeta	81	2,214	96	2,516	15	...	302	...
	Total	322	9,751	337	9,638	15	...	...	113
Darrang	Tezpur	52	1,426	71	1,797	19	...	371	...
	Mangaldai	68	1,429	72	1,599	4	...	170	...
	Total	120	2,855	143	3,396	23	...	541	...
Nowgong		159	4,688	165	4,957	6	...	269	...
Sibsagar	Sibsagar	71	2,207	99	3,158	28	...	951	...
	Jorhat	102	3,030	133	3,574	31	...	544	...
	Golaghat	78	2,106	102	2,510	24	...	404	...
	Total	251	7,343	334	9,242	83	...	1,899	...
Lakhimpur	Dibrugarh	53	1,322	65	1,572	12	...	250	...
	North Lakhimpur	45	1,067	57	1,158	12	...	91	...
	Total	98	2,389	122	2,730	24	...	341	...
Naga Hills		16	290	13	227	...	3	...	63
Khasi and Jaintia Hills	Khasi Hills	92	1,968	169	3,402	77	...	1,434	...
	Jaintia „	49	913	80	1,244	31	...	331	...
	Total	141	2,881	249	4,646	108	...	1,765	...
Garo Hills		45	803	49	842	4	...	39	...
Manipur		...	...	8	554	...	...	...	...
	Grand Total	2,113	60,529	2,680	75,835	567	...	15,306	...

Detailed classification of Scholars on the 31st

	Class of Institution.	Classification of Scholars on the 31st												
		Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Kacharis.	Khasis.	Mikirs.	Nepalese.	Nagas.	Manipuris.	Rabhas.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Arts Colleges.													
	University Education . English . .	1	27	...	...	26	1	...	...	...	...	...	...	...
School Education, General.	**Secondary Schools.**													
	For boys.													
	High Schools	21	3,931	2	38	3,196	547	10	67	2	...	...	24	...
	Middle Schools { English . .	66	4,631	3	219	3,392	742	13	185	4	...	26	13	8
	Middle Schools { Vernacular . .	48	2,985	...	10	2,282	553	86	...	2	...	...	18	5
	For girls.													
	Middle Schools . Vernacular . .	2	76	...	...	71	3	...	...	...	...	...	...	...
	Total .	137	11,623	5	267	8,941	1,845	109	252	8	...	26	55	13
	Primary Schools.													
	For boys . { Upper Primary . .	107	4,120	...	56	3,071	776	60	8	...	...	...	125	...
	For boys . { Lower ,, . .	2,680	75,835	...	2,796	50,323	13,630	1,311	2,840	291	17	38	1,943	124
	For girls . { Upper ,, . .	5	253	1	138	65	...	1	47	...	...	...	...	...
	For girls . { Lower ,, . .	254	4,059	...	389	2,658	721	15	168	3	...	...	69	1
	Total .	3,046	84,267	1	3,379	56,117	15,127	1,387	3,063	294	17	38	2,137	125
School Education, Special.	**Schools for Special Instruction.**													
	Training schools and classes for Masters	29	364	...	112	181	10	46	...	1	...	1	7	1
	Training schools and classes for mistresses	1	18	...	15	...	...	...	...	...	...	...	...	...
	Law Schools	3	47	...	...	44	3	...	...	...	...	...	...	...
	Industrial Schools	2	18	...	...	15	1	...	...	...	...	...	...	...
	Other Schools	6	298	18	...	56	224	...	...	...	...	...	...	...
	Total .	41	743	18	127	296	238	46	...	1	....	1	7	1
	Total of Schools of Public Instruction	3,225	96,660	24	3,773	65,380	17,211	1,542	3,315	303	17	65	2,199	139
Private Institutions.	1. Advanced teaching—													
	(*a*) Arabic or Persian . .	21	845	...	...	...	845	...	...	...	...	...	...	...
	(*b*) Sanskrit . . .	82	1,802	...	...	1,763	...	...	...	...	...	...	34	...
	2. Elementary teaching—a vernacular only or mainly for boys . .	8	85	...	...	85	...	...	...	...	...	...	...	...
	3. Elementary teaching—the Koran. { For boys.	181	3,644	...	...	...	3,644	...	...	...	...	...	...	...
	3. Elementary teaching—the Koran. { For girls .	4	75	...	...	...	75	...	...	...	...	...	...	...
	4. Other schools not conforming to departmental standard . { For boys	12	410	...	...	316	27	...	...	...	...	...	...	...
	4. Other schools not conforming to departmental standard . { For girls.	1	20	...	2	13	...	...	...	...	...	...	...	...
	Total .	309	6,881	...	2	2,187	4,591	...	...	...	...	...	34	...
	GRAND TOTAL .	3,534	103,541	24	3,775	67,567	21,802	1,542	3,315	303	17	65	2,233	139

March 1897, according to race or creed.

MARCH ACCORDING TO RACE OR CREED.

Garos.	Madahis.	Saranias.	Lalungs.	Miris.	Khamtis.	Meehes.	Brahmos.	Jaldahs.	Sikhs.	Daflas.	Janis.	Fakials	Singphos.	Mahalias.	Gurkhas.	Hojais.	Tipperas.	Santals.	Koches.	Totlas.	Dooris.	Dohans.	Kukis.	Matias.	Others.
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	...	...	...	...	20	...	3	...	...	...	...	...	19	...	...	...	...	...	...	...	...	...	1
...	...	...	...	3	...	...	2	...	...	...	7	...	...	5	...	...	...	...	...	...	...	...	...	...	9
...	...	16	9	...	...	...	...	3	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	16	9	3	...	...	24	3	3	...	7	...	...	5	19	...	...	1	...	...	...	...	...	...	10
6	9	...	4	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
535	67	72	185	630	5	23	1	19	1	4	...	18	15	27	20	22	5	...	7	8	57	27	44	5	725
...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	...	...	1	...	...	...	15	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	11
546	76	72	190	630	5	23	17	20	1	4	...	18	15	27	23	22	5	...	7	8	57	27	44	5	740
3	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...
3	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	...	...	2	...	...	..	...	...	...	...	...	..	...	...	...	...	..	...	...	...	...	...	...	...	...
554	76	88	201	633	5	23	41	23	4	4	7	18	15	32	42	22	5	1	7	8	57	27	44	5	750
...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	34	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	34	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33
554	76	88	201	633	39	23	41	23	4	4	7	18	15	32	42	22	5	1	7	8	57	27	44	5	783

Government of India Central Printing Office.—No. 18 S. to C. C. Assam.—360.—23-11-97.—P. M. M.

Resolution on the Report on Public Instruction in Assam during the five years 1892-93 to 1896-97.

Extract from the Proceedings of the Chief Commissioner of Assam in the General Department, No. 1228G., dated Shillong, the 15th February 1898.

READ—

The Report on Public Instruction in Assam during the years 1892-93 to 1896-97.

RESOLUTION.

THE report for 1896-97 has been drawn up, under the instructions of the Government of India, on the lines of Mr. Nash's second quinquennial Review of Education in India, and shows the progress of education in Assam during the period 1892-93 to 1896-97. It has been prepared and submitted by Dr. W. Booth, Officiating Director of Public Instruction, who is acting for the permanent Director, Mr. J. Willson, who has been on furlough since April 1897. The report was received in manuscript on the 31st July and in print on the 8th December 1897. The unusual delay in publishing the report was owing to the total destruction of the Government Press in the earthquake of the 12th June, which necessitated this and other departmental reports being published in Calcutta. Dr. Booth's report, though concise, covers all the ground necessary in a quinquennial review, and contains much interesting information.

Number under instruction and ratio of pupils to population.

2. Full details of the number of public and private institutions in Assam and the number of pupils under instruction are given in General Table III of the Appendix, the details being summarised in paragraph 4 of the report. The total number of institutions of all classes increased from 2,800 in 1891-92 to 3,534 in 1896-97, an increase of 734, or 26·2 per cent., and the number of pupils from 83,638 to 103,541, or by 19,903, or 23·8 per cent. Excluding private institutions, the figures for which are not reliable, public institutions showed an increase of 723 schools, or 28·8 per cent., and of 18,759 pupils, or 24 per cent. Every class of public institutions shared in the increase, except secondary schools for girls, which showed no change in number, though the pupils attending the two schools of this class increased from 48 to 76. The only Arts College in Assam which teaches up to the F. A. standard of the Calcutta University was started in 1892-93 with 18 pupils: the number on the rolls in 1896-97 was 27. Secondary schools showed an increase of 25 schools and 1,270 pupils, primary schools for boys an increase of 570 schools and 15,453 pupils, and those for girls an increase of 111 schools and 1,901 pupils. Special schools, including training schools for teachers and technical schools, advanced by 16 schools and 108 pupils. The total number of boys under instruction rose from 78,379 in 1891-92 to 95,148, and of girls from 5,259 to 8,393. The percentage of male pupils to male population of school-going age increased from 18·7 to 22·7, and of female pupils from 1·3 to 2·1, and the percentage of total pupils to total population of a school-going age increased from 10·3 to 12·7. In Bengal 28·5 per cent. of all boys of school-going age and 2 per cent. of all girls of school-going age were attending schools in 1896-97. While Assam is still behindhand as regards the education of boys, the steady increase in the number of girls attending schools is a hopeful sign. In connection with this subject, the Chief Commissioner has much pleasure in acknowledging the efforts of the Sylhet Union, which for some years past has done much to advance education among females.

Classification of schools according to management and race or creed of pupils.

3. During the five years ending 1896-97 departmental schools increased from 72 with 4,106 pupils to 78 with 4,520 pupils, and schools maintained by Local Boards and Municipalities from 1,268 with 33,751 pupils to 1,327 with 32,013 pupils. Aided institutions increased from 972 to 1,571 and the pupils from

132916

33,392 to 51,757, and unaided institutions from 190 to 249 and the pupils attending them from 6,652 to 8,390. The figures furnished for private institutions for the same period show 298 and 309 schools and 5,737 and 6,881 pupils. The only noticeable features are the slight loss in the number of pupils attending schools maintained by local bodies, and the large increase both in schools and attendance under aided institutions. These changes are due to the policy adopted by Local Boards, with the sanction of the Local Administration, in accordance with which lower primary schools are started in backward localities and maintained entirely from Local Fund revenues until they become fairly well established and have a certain income from fees, when they are transferred to the list of aided institutions, and given a reduced grant, the savings being utilised in starting fresh schools.

The expenditure of Local Funds on education is restricted almost entirely to primary education, and the results indicate that it has been wisely directed. The statements in paragraph 8 of the report show that the great majority of those attending schools are receiving instruction of a very elementary character. At the commencement of the period under review 66,913 children, or 95·9 per cent. of the total number under instruction, were attending primary institutions, and of this percentage 4·5 per cent. were in the upper primary and 76·4 per cent. in the lower primary stage, that is, where reading, writing, and elementary arithmetic are taught, and 15 per cent. attended lower primary schools, where printed books are not in use. At the close of the period the number had risen to 84,267 and the percentage of attendance to 96·20, while the attendance at schools which had not arrived at the stage of teaching from printed books fell to 14·74 per cent. At the beginning of the quinquennium 10,353 pupils, or 4·1 per cent. of the total number under instruction, were attending secondary schools which teach English or give an advanced instruction in the verpacular. At the close of the period, although the percentage had fallen to 3·78, the number of pupils at Secondary Schools had risen to 11,623, exclusive of 27 students attending Arts Colleges. Details of the race or creed of pupils are furnished in paragraphs 11 and 12 of the report. Native Christians, who form only ·23 per cent. of the total population, head the list, the percentage of pupils to children of school-going age being 149·4. Hindus come next, their proportion to the total population of the Province being 54·72 per cent. and their percentage of children under instruction 15·1 : the corresponding figures for Muhammadans are 27·09 and 9·8 per cent. But while Hindus showed the largest increase during the five years under review in the number of pupils attending public institutions, *viz.*, from 54,208 to 65,380, Muhammadans showed a greater proportionate increase, the number in 1891-92 being 12,800, which increased to 17,211 in 1896-97. On the other hand, though the proportion of Muhammadans to Hindus is roughly 1 to 2, the proportion of the former to the latter in Arts Colleges was only 1 to 26, in secondary schools teaching English 1 to 5, in secondary schools teaching the vernacular 1 to 4, and in primary schools 1 to 3·6. These figures sufficiently explain the reasons why the Muhammadans of this Province are unable to hold their own against Hindus in the practical business of life, and especially as regards appointment to the public service. The bulk of the Muhammadans receive instruction in *maktabs* and *Koran* schools, and until the leading members of the community can induce their co-religionists to take advantage of the higher forms of instruction offered at the numerous public institutions at a more or less nominal cost, they cannot expect to compete on equal terms with the Hindu population.

Expenditure.

4. The statement in paragraph 14 of the report shows the expenditure, direct and indirect, from public and private sources on institutions of all classes during the years 1891-92 and 1896-97. The total expenditure during the past year was Rs. 6,50,861, there being thus an increase during the quinquennium of Rs. 1,32,940, or 25·6 per cent. The increase in the number of pupils during the same period was 23·8 per cent. The expenditure from public sources rose by Rs. 64,308, or 19·2 per cent., and from private sources, including fees, by Rs. 68,634, or 37·2 per cent. The expenditure from private sources, which was 35·6 per cent. of the total expenditure in 1891-92, increased at the close of the five years to 38·8 per cent. The receipts from fees showed a satisfactory increase from Rs. 1,11,506 to Rs. 1,30,534, or by 17 per cent. The expenditure per head of population on education in Assam, including its large proportion of hill tribes, is very little below the cost per head in the rest of India, *viz.*, 1 anna 11 pies per head in Assam, against 2 annas *for the whole of India. The cost of educating* each pupil is stated in paragraph *18 of the report to have risen in secondary schools* from Rs. 16·2 in 1891-92 *to* Rs. *18·1 in 1896-97, in primary schools from Re. 1·1* to Rs. 2·8, and in training schools from Rs. 55·2 to Rs. 59·4, while in special schools it fell from Rs. 46·4 to Rs. 41·5. It is not clear, however, on what principle these

averages have been prepared. They appear to be of doubtful accuracy and the figures relating to primary schools are certainly incorrect. The Director will be asked to report how they have been arrived at. Private funds met 64 per cent. of the expenditure on secondary schools in 1896-97, 34·7 per cent. on primary, 15·6 per cent. on training, and 78 per cent. on special schools. Local and Municipal Funds contributed 14·9, 60·8, 25·3 and 8 per cent., respectively on each class of school, and provincial revenues provided the balance, *viz.*, 21·1, 4·5, 59·1, and 14 per cent., respectively.

Controlling agencies.

5. The Director of Public Instruction, who combines the duties of Director with those of Inspector of Schools, is the only representative in Assam of the Indian Educational Service. The Provincial Service is not represented, all inspecting officers in the province belonging to the Subordinate Service. In 1896-97 the inspecting staff consisted of 4 Deputy Inspectors, 24 Sub-Inspectors, and 7 Superintendents of Hill Schools and other Primary Schools, the only addition to the staff during the five years being 1 Superintendent of Hill Schools. The cost of this staff is met entirely from Provincial revenues. Fourteen pandits, paid from Local Funds, were appointed in 1896-97 to inspect primary schools in the plains districts. The cost of direction and inspection rose from Rs. 55,702 in 1891-92, or 17·3 per cent. of the total expenditure on public institutions, to Rs. 67,237 in 1896-97, or 16·9 per cent. of the total expenditure on public institutions. The immediate management of all public institutions, except High Schools and Government Middle Schools, is entrusted to Local Boards.

Collegiate education.

6. The second-grade Arts College in Sylhet, which is maintained through the liberality of a private gentleman, Rai Giris Chandra Ray Bahadur, is the only institution in the province affording higher education. It was started in June 1892, and during the five years of its existence 24 students have passed the First Arts Examination of the Calcutta University, the attendance in 1896-97 being 27, and the number of pupils passed 6. The total cost in 1896-97 was Rs. 4,100, of which 16·2 per cent. was met from fees. The State provides for the higher education of boys by the grant of 36 junior and 36 senior scholarships to those who pass the Entrance and First Arts Examinations respectively, and who continue their studies in Arts Colleges in Bengal, and in the Murari Chand College, Sylhet. In 1897 sixteen additional junior Scholarships were awarded in recognition of the sixtieth anniversary of the reign of Her Majesty the Queen-Empress. In addition to the 27 students in the Sylhet College, there were 155 students from Assam in 1896-97 reading in Arts Colleges in Bengal, of whom 21 were in the third year and 45 in the fourth: 23 of these passed the F. A., and 10 the B. A., Examination, while one student, who read privately, passed the M. A. Examination. The number of boys who passed the Entrance Examination from Assam was 89 in 1891-92, and 117 in 1896-97.

Secondary education.

7. Secondary schools for boys are divided into three classes,—high English, middle English, and middle Vernacular. English high and middle schools increased from 67 to 87, and the number of pupils attending them from 7,451 to 8,562, or by nearly 15 per cent. High schools increased from 18 to 21 and the pupils from 3,452 to 3,931. Of the 21 schools, 10 were Government, 5 aided, and 6 unaided, against 11, 4, and 3 in 1891-92. Middle vernacular schools for boys increased from 43 with 2,854 pupils to 48 with 2,985 pupils. The total number of children attending secondary schools for boys in 1896-97 was 11,547, of whom 1,242, or 10·8 per cent., were in the high stage, 2,330, or 20·2 per cent., in the middle, 2,777, or 24 per cent., in the upper primary, and 5,198, or 45 per cent., in the lower primary stage. In 1891-92, 89 pupils were successful at the Entrance Examination from 17 schools; in 1896-97, 117 boys passed from 21 schools. For the middle school examination there were 214 successful candidates from 72 competing schools, the figures for 1896-97 being 299 successful candidates from 87 schools.

Primary education.

8. Primary education is imparted both in primary schools and in the lower classes of secondary schools: it is the final stage of instruction for the great majority of pupils in this province, only a small proportion making it a stepping stone to higher education. In 1891-92 there were 69,006 boys under primary instruction, or 16·43 per cent. of the total male population of school-going age; in 1896-97 the figures were 84,052, or 20·03 per cent., of whom 79,955 attended primary schools. The number of primary schools increased during the five years from 2,217 to 2,787. The largest increase occurred under aided schools, which rose from 889 to 1,445, the pupils attending them increasing from 27,680 to 44,376. The number of boys who passed the upper primary examination in

1891-92 was 193, the number passing the lower primary examination being 1,184: the corresponding figures for 1896-97 were 184 and 1,819. Though the average cost of educating each pupil (excluding unaided schools) rose from Rs. 3·1 to Rs. 3·2, the cost to public funds decreased from Rs. 2·2 to Rs. 2·1. The education of aboriginal and backward races is provided for by the various Missionary Societies, whose schools receive the usual grants in aid from Government. The admirable work of the missions has received the commendations of successive Chief Commissioners, and Mr. Cotton is glad to be able to endorse these favourable opinions from his personal knowledge. The number of boys of this class under instruction in 1896-97 was 8,922, or 4·9 per cent. of those of school-going age. Schools have recently been started in the Lushai Hills, and school primers in the Lushai language have been printed; and it may be noted as a sign of the times that one of the Lushai Chiefs is already able to read and write.

Training schools and classes.

9. The province has no training schools for masters for the higher forms of secondary schools, the teachers being recruited by the Director of Public Instruction by selection from graduates and University candidates, preference being given, where feasible, to natives of the province. Pandits and teachers for middle schools and *gurus* for lower primary schools are recruited from the provincial training schools and classes. In 1896-97 there were 6 Government and 4 Mission schools, two of which were aided, and 19 classes attached to Government middle schools. The only changes made during the five years were the establishment of 12 training classes, and an aided Mission school in the Garo Hills, and the transfer of the management of all training schools from Local Boards and Municipalities to Government. Three hundred and sixty-four pupils were under instruction, against 352 in 1891-92. There were 25 candidates for the Vernacular Mastership Certificate Examination, of whom 18 passed, as compared with 23 passed candidates in 1891-92, and 114 candidates for the *Guru* Certificate Examination, of whom 70 were successful, against 49 in 1891-92. The total expenditure on training schools and classes increased from Rs. 19,590 to Rs. 21,983, and the cost to Government from Rs. 12,172 to Rs. 13,511. The only training school for mistresses is the one established by the American Baptist Mission at Tura in the Garo Hills, where 18 pupils were under training, compared with 29 at the close of 1891-92.

Technical education.

10. The Williamson Artizan School at Dibrugarh is the only institution which affords a training in Engineering and Mechanics. As pointed out by Dr. Booth, all classes of the population earn a livelihood with comparative ease in Assam, where wages are high and labour scarce, and pupils can be induced to join the school only by the offer of scholarships. Fourteen pupils were in attendance in 1896-97, against 6 in 1891-92, and all were in receipt of stipends. Those attending the Engineering Department receive stipends of Rs. 10, while the pupils of the Mechanical Department receive Rs. 5, 6, and 7 per mensem, according to the class they are in. The cost of this institution is met entirely from the Williamson Trust Fund, which also met the cost of two scholarships of Rs. 10 per mensem for two apprentices attending the Sibpur Mechanical classes. Provincial funds provided for two scholars in the Civil Engineering Department at Sibpur, who drew Rs. 25 and Rs. 15 per mensem. Nine apprentices, drawing Rs. 10 per mensem, attended the Sibpur and other Mechanical classes in Bengal, and two apprentices, drawing Rs. 5 to Rs. 7 per mensem, attended the Tezpur-Balipara Tramway workshops.

In paragraph 96 of the report, Dr. Booth refers to certain proposals which were made by the members of the Conference which met in January 1896, with a view to making the present system of primary education more practical by means of object lessons, and by elementary instruction in science, so as to prepare the minds of pupils to assimilate easily any kind of technical instruction that might hereafter be introduced. The proposals were generally accepted by the Chief Commissioner, and the Director of Public Instruction was requested in June last to submit a working scheme for giving effect to them. The Chief Commissioner is now awaiting this report.

Four medical scholarships of Rs. 12 to Rs. 14 per mensem for the Hospital Assistant class are awarded annually to students from Assam schools who attend the Dacca Medical School. In addition to this, four senior scholars from Assam were studying in 1896-97 in the Calcutta Medical College. In consequence of a bequest of Rs. 50,000 from the late Brigade-Surgeon J. Berry White, the Chief Commissioner has decided to establish a medical school at Dibrugarh, which, it is hoped, will in time meet the numerous demands from tea gardens for Hospital Assistants. The bequest will be utilised in providing a building and the necessary appliances, and the school will be maintained from provincial revenues.

There were three law classes in 1896-97, with 47 pupils, against two classes and 39 pupils in 1891-92. Of 33 candidates at the last Pleadership Examination, only six were successful.

Female education.

11. The number of girls attending public institutions increased from 5,136 in 1891-92 to 8,276 in 1896-97, and rather more than one-half of this number were reading in boys' schools. Excluding European and Eurasian children, only 3 girls were reading in the high stage, 9 in the middle, and 71 in the upper primary, the remainder being in the lower primary stage. In 1891-92, however, none had reached the high stage, 4 were in the middle, and 26 in the upper primary stage. Female education is far more advanced among Native Christians than among either the Hindus or Muhammadans, the percentages under instruction of the female population of each religion being 13·82, ·33, and ·14, respectively.

European education.

12. The private school in Shillong, which receives a fixed grant from Government, is the only recognised school in the province for the children of Europeans and Eurasians. The average attendance declined from 26 in 1891-92 to 24 in 1896-97, and from the figures furnished in paragraph 79 it appears that there was also a falling off in the number under instruction in the higher stages. Two Government scholarships of Rs. 15 per mensem are, in addition, granted annually to boys who attend recognised schools in other provinces. The Chief Commissioner had under consideration during the past year the wholly inadequate provision made by the State for the education of the children of Europeans and Eurasians of the poorer classes, and he had agreed to the proposals made by Mr. Willson that two good schools, one for boys and one for girls, should be established at Shillong with as little delay as possible; but the great strain on provincial finances by the damage done by the earthquake has reluctantly compelled Mr. Cotton to postpone the arrangements originally contemplated. The Officiating Director has, however, been requested to submit fresh proposals for re-organising the present school on a firmer basis, and to have plans and estimates drawn up for a new school building, the old one having been destroyed by the earthquake.

Muhammadan education.

13. The number of Muhammadan pupils under instruction increased during the quinquennium from 16,727 to 21,802: the numbers attending public institutions were 12,800 and 17,211. Of this latter number only one was attending an Arts College, 1,845 were in secondary schools, and the rest in the primary stage. In 1891-92 there was no student reading in an Arts College, and there were 1,550 pupils attending secondary schools. On the whole, some progress has been made, but the results for the University Entrance Examination show a falling off, for, while 11 boys passed in 1891-92, only two were successful in 1896-97.

14. The series of maps bound up with the report give a broad indication of the progress in education made in each of the three different tracts—the Brahmaputra Valley, the Hill districts, and the Surma Valley—into which, for convenience sake, the province has been divided. Taking these maps in turn, it is found that the percentage of children under instruction increased during the quinquennium from 10·49 to 11·55 in the Brahmaputra Valley, 7·19 to 10·26 in Hill districts, and 8·92 to 12·08 in the Surma Valley. Boys in the secondary stage of instruction increased from ·75 to ·89 in the Brahmaputra Valley, ·40 to ·59 in Hill districts, and ·81 to ·86 in the Surma Valley. Boys in the primary stage of instruction increased in the same tracts from 18·63 to 20·34, 10·31 to 14·46, and 15·37 to 20·04, respectively. The percentage of girls under instruction in public institutions showed the following increases, *viz.*, from ·85 to 1·05, 3·71 to 5·62, and 1·24 to 2·39. The most noticeable among these figures is the high percentage of girls under instruction in the Hill districts, which are inhabited almost entirely by aboriginal tribes. These good results are in great measure due to the efforts of the various Mission societies, which have done, and are doing, excellent work in the cause of education.

By order of the Chief Commissioner of Assam,

P. G. MELITUS,

Secretary to the Chief Commissioner of Assam.

A. S. P. O. (Genl.) No. 670—350—19-2-98.

REPORT

ON THE

PROGRESS OF EDUCATION IN ASSAM

DURING THE YEARS

1897-98—1901-1902.

BY

M. PROTHERO, Esq., M.A.,

OFFICIATING DIRECTOR OF PUBLIC INSTRUCTION, ASSAM.

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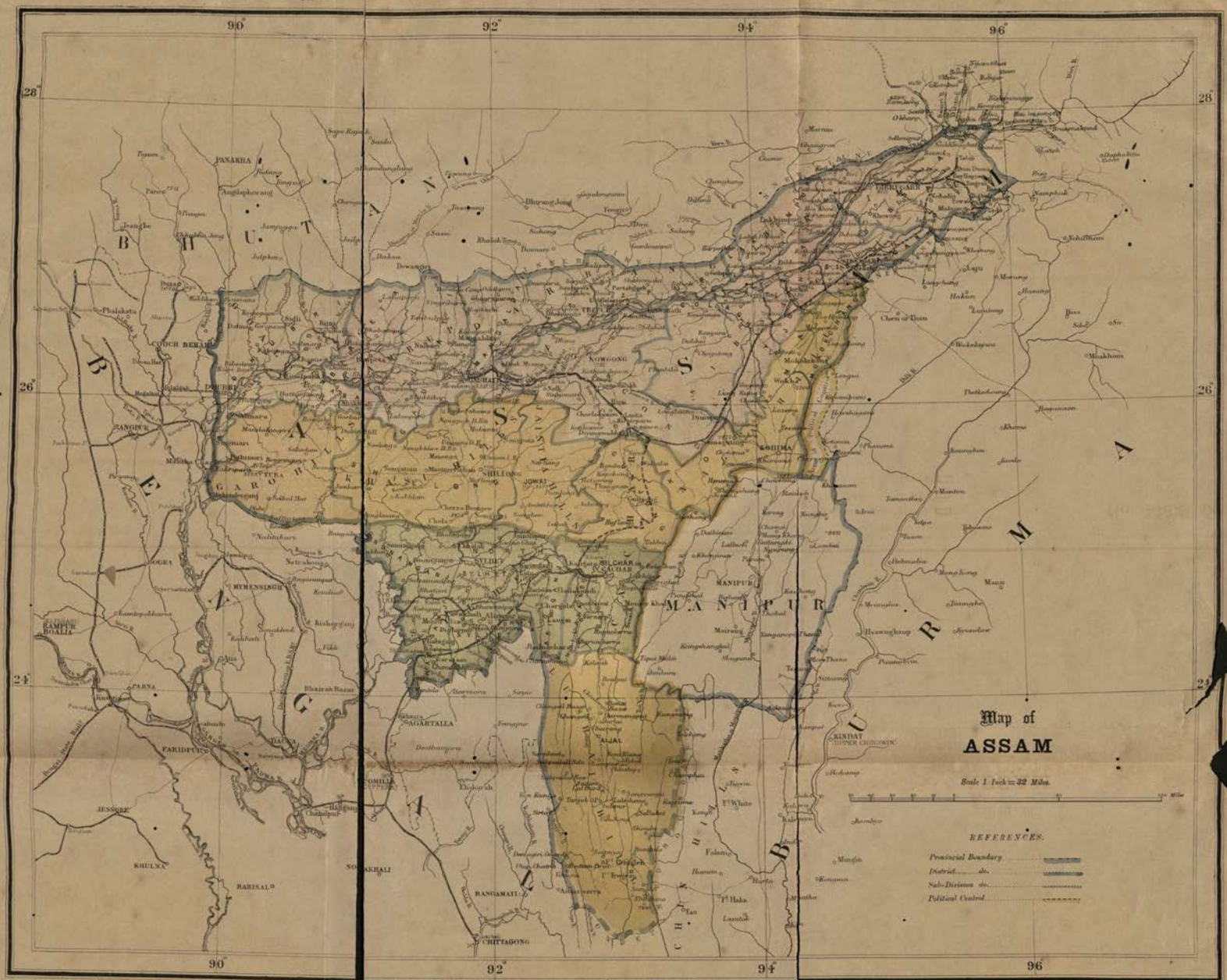

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Brahmaputra Valley ... 11·[illegible]5

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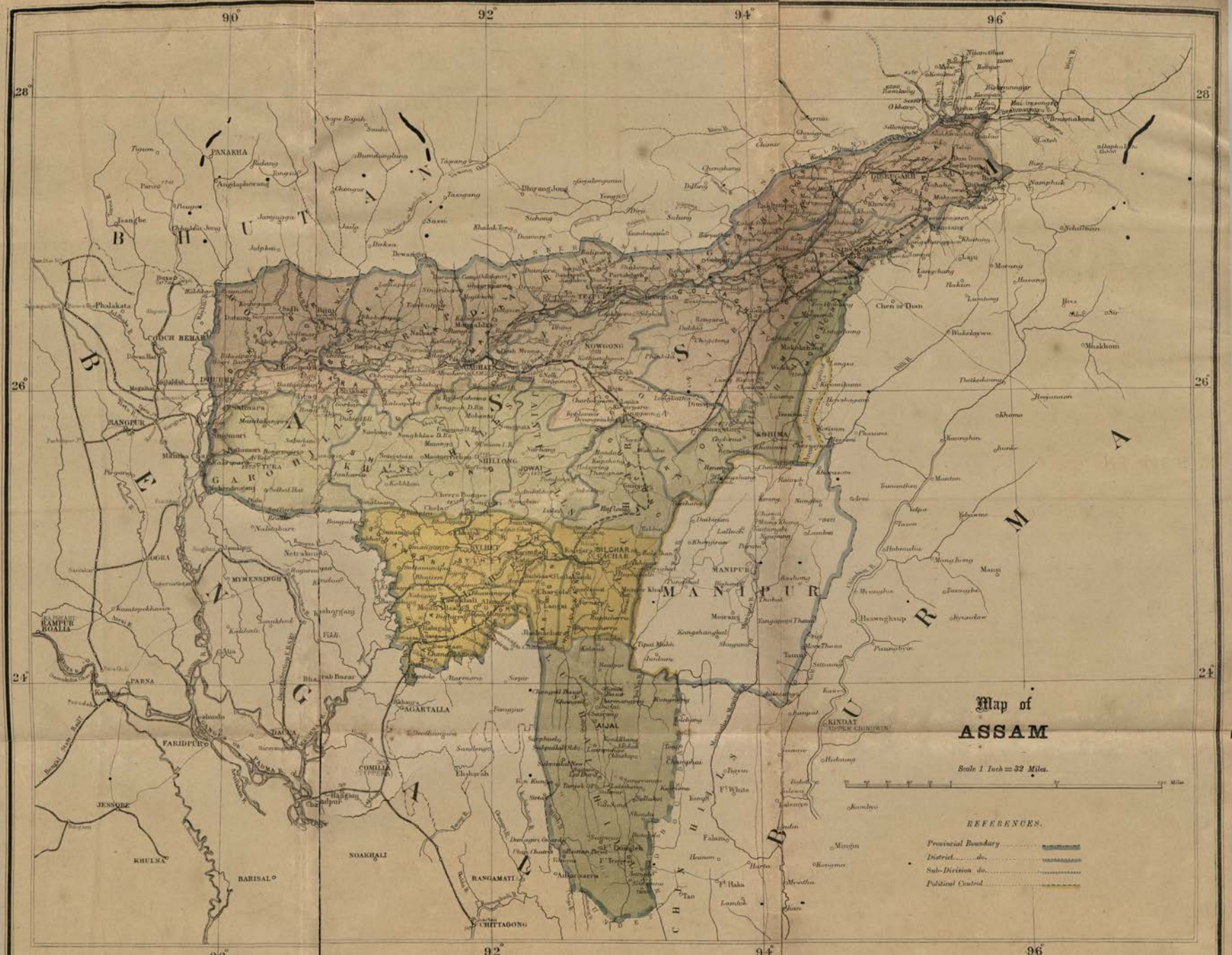

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REPORT

ON THE

PROGRESS OF EDUCATION IN ASSAM

DURING THE YEARS

1897-98—1901-1902.

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

CHAPTER I.

PRELIMINARY.

1. *Scope and the period covered by the report.*—Under the orders contained in Home Department Circular No. 9Edn.—271-80, dated the 18th July 1895, a Quinquennial Report showing the progress of education during the period 1897-98 to 1901-1902 is to be submitted this year in place of the Annual Report for 1901-1902. As the report is to compare the state of education at the beginning and at the end of the five-year period, comparative figures are given for six years, that is, from 1896-97 to 1901-1902.

2. *Order of subjects.*—The subjects will be treated under the same heads and in the same order as in the last Quinquennial Review of Mr. J. S. Cotton.

3. *Maps.*—Maps will be given, the colouring of which will have a purely geographical significance, that is, each will have three colours marking—

(1) Brahmaputra Valley,

(2) Hill tracts,

(3) Surma Valley;

while, on the other hand, figures on each map will give the necessary educational information. In preparing this report, my object is to give facts and figures in such a way as to facilitate, as much as possible, the compilation of the next Quinquennial Review.

I print in appendices the tables for the year 1901-1902, which supply the place of an ordinary annual report. In this way I give information of local interest, and I provide figures for the Annual Report of 1902-1903.

CHAPTER II.

GENERAL SUMMARY.

General summary.

4. The following table gives the statistics of all colleges and schools in Assam for each of the six years 1896-97 to 1901-1902. Comparing the last of these six years with the first, it will be seen that the total number of institutions has fallen off by 108, or 3 per cent., but the total number of pupils has risen by 4,479, or 4 per cent. During the previous quinquennium the increase in institutions was 734, or 26·2 per cent., and in the number of the scholars under instruction 19,903, or 23·8 per cent. Excluding private institutions, public institutions have fallen off in number by 54, or 1 per cent., but the number of pupils has risen by 5,803, or 6 per cent. During the preceding quinquennium the corresponding figures were a gain of 723, or 28·8 per cent., in schools, and 18,759, or 24 per cent., in scholars. Arts colleges have increased by one and in pupils by 70, or 259 per cent. Secondary schools have increased in number by 14, or 10 per cent., and in pupils by 2,712, or 23 per cent., against an increase of 25 schools, or 22 per cent., and 1,270 pupils, or 12 per cent., in the preceding quinquennium. Primary schools have fallen off by 69,

of 2 per cent., in number, but gained by 2,453, or 3 per cent., in pupils, against corresponding increase of 29 and 26 per cent. in the preceding quinquennium.

TABLE I.—*General Statistics of Institutions and Pupils.*

Class of institution.	1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.		1901-1902.		Percentage of increase or decrease, 1901-1902, compared with 1896-97.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Public Institutions.														
Arts colleges ... Males ...	1	27	1	24	1	28	1	39	1	49	2	97	+100	+259
Arts colleges ... Females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges ... Males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges ... Females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools ... Males ...	135	11,547	133	10,887	138	11,699	144	12,878	146	13,818	146	14,027	+ 8	+ 21
Secondary schools ... Females ...	2	76	3	96	3	98	3	124	4	162	5	308	+150	+305
Primary schools ... Males ...	2,787	79,955	2,694	75,528	2,682	77,707	2,766	83,079	2,785	85,246	2,776	83,214	— 4	+ 4
Primary schools ... Females ...	259	4,312	235	3,823	224	3,618	229	3,910	221	3,804	201	3,506	— 22	— 19
Training schools ... Males ...	29	364	28	349	26	375	21	373	22	380	22	420	— 24	+ 15
Training schools ... Females ...	1	18	1	21	...	...	...	...	...	...	...	...	...	...
Other special schools ... Males ...	11	361	12	336	12	347	13	569	17	849	19	891	+ 72	+146
Other special schools ... Females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Public Institutions	3,225	96,660	3,107	91,064	3,086	93,872	3,177	100,972	3,196	104,308	3,171	102,463	— 1	+ 6
Private Institutions.														
Advanced ... ... Males ...	103	2,647	91	2,236	105	2,587	108	2,924	89	2,431	88	2,208	— 14	— 17
Advanced ... ... Females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Elementary ... ... Males ...	201	4,139	186	3,549	170	3,249	190	3,692	168	2,992	166	3,334	— 17	— 19
Elementary ... ... Females ...	5	95	5	76	7	115	5	81	5	69	1	15	— 80	— 84
Total Private Institutions	309	6,881	282	5,861	282	5,951	303	6,696	262	5,492	255	5,557	— 14	— 17
Grand total	3,534	103,541	3,389	96,925	3,368	99,823	3,480	107,668	3,458	109,800*	3,426	108,020†	— 3	+ 4
Percentage of increase or decrease, compared with preceding year ...	+3	+3	—4	—6	— ·6	+3	+3	+7	—·6	+2	—·9	—1·6	...	...

* Includes Manipur. † Excludes Manipur.

Training schools and *guru* classes for masters have fallen off in number by 7, but gained in pupils by 56. The training school for mistresses, which was at work with 18 pupils in the beginning of the quinquennium under review, has ceased to exist. Other special schools have gained in number by 8 and in pupils by 530. Combining training with other special schools, the number of schools remains the same, but there is an increase of 568, or 76 per cent., in pupils.

Private institutions show a falling off of 54 in number and of 1,324 in pupils. Institutions for advanced teaching have fallen off by 15 in number and in pupils by 439. Elementary schools taken together show a falling-off of 39 in number and 885 in pupils.

Proportion of schools to villages.

5. The accompanying table gives the proportion of all institutions, whether for boys or girls and whether public or private, to every hundred towns and villages for each of the six years 1896-1897 to

1901-1902. Towns are defined as possessing over 5,000 inhabitants, and there are 18 towns in Assam; villages have a population below 5,000, and there are 22,326 villages. This table shows that whilst in 1896-97 about every 5 villages possessed a school, in the year 1901-1902 only between every 6 and 7 villages possessed one.

TABLE II.—*Percentage of Institutions to Towns and Villages.*

Year.	Institutions for males.	Institutions for females.	Total institutions.
1	2	3	4
1896-97	19·01	1·56	20·57
1897-98	18·29	1·42	19·71
1898-99	18·20	1·37	19·57
1899-1900	18·92	1·38	20·30
1900-1901	14·44	1·02	15·46
1901-1902	14·41	·92	15·33

Average number of pupils in each institution.

6. The accompanying table gives the average number of pupils in each class of public institutions for the two years 1896-97 and 1901-1902. It shows an improvement in average number in every class of institutions.

TABLE III.—*Average Number of Pupils in each Public Institution.*

Province.	Colleges.		Secondary schools.		Primary schools.		Special schools.	
	1896-97.	1901-1902.	1896-97.	1901-1902.	1896-97.	1901-1902.	1896-97.	1901-1902.
1	2	3	4	5	6	7	8	9
Assam	27	48	85	95	28	29	18	32

Proportion of pupils to estimated population of a school-going age.

7. The accompanying table gives the number of pupils, male and female, in all institutions for each of the quinquennial years 1891-92, 1896-97, and 1901-1902, together with the proportion of these numbers to the estimated population, male and female, of a school-going age, which is assumed to be 15 per cent. of the total population.

TABLE IV.—*Proportion of pupils to estimated Population of school-going age.*

Province.	1891-92.						1896-97.						1901-1902.					
	Pupils.			Percentage.			Pupils.			Percentage.			Pupils.			Percentage.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Assam ...	78,379	5,259	83,638	18·7	1·3	10·3	95,148	8,393	103,541	22·7	2·1	12·7	99,592	8,428	108,020	21·1	1·9	11·7
Total ...	78,379	5,259	83,638	18·7	1·3	10·3	95,148	8,391	103,541	22·7	2·1	12·7	99,592	8,428	108,020	21·1	1·9	11·7

The total number of boys at school in 1891-92 was 78,379 and the number of girls 5,259. The number of boys has increased in 1901-1902 to 99,607, or 21·1 per cent., but the number of girls has only increased to 8,413, or by 1·9 per cent., so the total percentage of boys and girls taken together is only 11·7.

The maps given in the beginning compare the percentage of children under instruction for the Brahmaputra Valley, the Hill districts, and the Surma Valley, respectively, in 1896-97 and 1901-1902.

Proportion of the total number of pupils to population of a school-going age, allowing for increase of population.

The accompanying table gives the percentage of total pupils to the total population of a school-going age on the assumption that the rate of increase shown by the census of 1891 was uniformly maintained down to the year 1896-97 :

TABLE V.—*Proportion of total Pupils to Population of School-going age, allowing for increase of population*, 1891-92, 1896-97, *and* 1901-1902.

Province.	1891-92.	1896-97.	1901-1902.
1	2	3	4
Assam...	10·3	11·5	11·8
Total...	10·3	11·5	11·8

Institutions and pupils according to class of institutions, 1896-97 and 1901-1902.

8. The accompanying table gives the number of institutions and pupils or two years 1896-97 and 1901-1902 classified under the chief classes :

TABLE VI.—*Institutions and Pupils according to Class of Institutions*, 1896-97 *and* 1901-1902.

Province.	Public institutions.								Private institutions.		Total.		Percentage of increase or decrease, 1896-97, compared with 1891-92.	
	Colleges.		Secondary schools.		Primary schools.		Special schools.							
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1896-97.														
Assam...	1	23	137	11,623	3,046	84,267	41	743	309	6,881	3,534	103,541	+26	+24
1901-1902.													1901-1902, compared with 1896-97.	
Assam	2	97	153	14,335	2,977	86,720	41	1,311	255	5,557	3,426	108,020	−3	+4

Proportionate rate of progress in public institutions, 1891-92, 1896-97, and 1901-1902.

The following table gives the percentage of increase or decrease in each class of public institutions during the two quinquennial periods;

TABLE VII.—*Proportionate Rate of Progress in Public Institutions, 1891-92, 1896-97, and 1901-1902.*

Province.	Colleges.				Secondary schools.				Primary schools.				Special schools.				Total.			
	Institutions.		Pupils.		Institutions.		Pupils.		Institutions.		Pupils.		Institutions.		Pupils.		Institutions.		Pupils.	
	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Assam ...	...	+100	...	+259	+22	+10	+12	+23	+29	—2	+26	+3	+64	...	+17	+76	+29	—2	+24	+6
Total ...	...	+100	...	+259	+22	+10	+12	+23	+29	—2	+26	+3	+64	...	+17	+76	+29	—2	+24	+6

Pupils according to stages of instruction.

9. The following table gives the number of pupils, male and female, in public institutions, classified according to stage of instruction, for the six years 1896-97 to 1901-1902:

TABLE VIII.—*Male Pupils in Public Institutions according to Stage of Instruction.*

Stage of instruction.	Number.						Percentage.					
	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate	27	24	28	39	49	97	·03	·03	·03	·04	·05	·10
High	1,242	1,009	1,031	1,049	1,207	1,305	1·42	1·22	1·21	1·15	1·27	1·41
Middle	2,348	2,166	2,236	2,352	2,540	2,606	2·71	2·62	2·62	2·57	2·69	2·81
Upper primary ...	4,115	3,752	3,919	4,142	4,100	4,291	4·68	4·54	4·59	4·53	4·34	4·63
Lower primary (A) ...	67,246	63,666	66,059	71,554	75,936	74,858	76·76	76·97	77·39	78·19	80·45	80·69
Lower primary (B) ...	12,691	12,097	12,086	12,376	10,565	9,608	14·46	14·62	14·16	13·52	11·19	10·36
Total	87,669	82,714	85,359	91,512	94,397	92,765	...	...	...	...	...	...

Female Pupils in Public Institutions according to Stage of Instruction.

Stage of instruction.	Number.						Percentage.					
	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate	...	...	...	...	...	...	...	...	...	...	...	...
High	3	1	1	1	1	2	·04	·01	·01	·01	·01	·02
Middle	9	9	15	14	22	20	·11	·12	·19	·16	·25	·24
Upper primary ...	71	68	78	86	78	106	·86	·89	1·01	1·01	·89	1·27
Lower primary (A) ...	6,714	6,256	6,418	7,051	7,414	7,365	81·40	81·84	82·37	82·78	85·41	87·81
Lower primary (B) ...	1,451	1,310	1,279	1,366	1,167	894	17·59	17·14	16·42	16·04	13·44	10·66
Total	8,248	7,644	7,791	8,518	8,682	8,387	...	...	...	...	...	...

Comparing the last of these years with the first, it will be seen that the actual numbers of male pupils show an increase in every stage except the very lowest, which comprises children not reading printed books. The rate of increase has been greatest in the lower primary (A) stage, which now contains 80·69 per cent. of the whole number, instead of 76·70 per cent. In the upper primary stage, the rate of increase in number is only 176, and the percentage of the whole has fallen off from 4·68 to 4·63. In the middle stage, the percentage has risen from 2·71 to 2·81. In the high stage, the rate of increase in number is only 63, and the percentage of the whole has fallen off from 1·42 to 1·41. In the collegiate stage the percentage has risen from ·03 to ·1. The female pupils show an increase in all stages except the lower primary (B) and the high. The increase is greatest in the lower primary stage, in which the girls form 87·81 per cent. of the total, against 81·4 in 1896-97.

Distribution of pupils according to stage of instruction per 10,000 of school-going age, 1896-97 and 1901-1902.

The following table gives the proportion for both boys and girls to every 10,000 of school-going age in the years 1896-97 and 1901-1902. This table shows that, taking all classes of institutions for every 10,000 boys and 10,000 girls, there were 1,176 pupils under instruction, as against 1,270 in 1896-97.

TABLE IX.—*Distribution of Pupils according to Stage of Instruction per 10,000 of School-going Age, including Manipur.*

Stage of instruction.	1896-97.			1901-1902.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7
Collegiate	...	...	...	2	...	1
High	29	...	15	28	...	14
Middle	56	...	29	55	...	29
Upper primary	98	2	51	91	2	48
Lower primary (A)	1,605	169	908	1,588	165	895
Lower primary (B)	302	37	174	204	20	114
Total	2,090	208	1,177	1,968	187	1,101
Professional colleges and special schools	17	...	9	27	...	14
Private institutions	...	...	84	117	2	61
Grand total	2,107	208	1,270	2,112	189	1,176

Male pupils in public institutions according to stage of instruction.

The following table distributes the male pupils in the several stages of instruction for the year 1901-1902, together with percentage and the corresponding totals for 1896-97:

TABLE X.—*Male Pupils in Public Institutions according to Stage of Instruction.*

Province.	Collegiate.		High.		Middle.		Upper primary.		Lower primary (A).		Lower primary (B).		Total.
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Assam	97	·1	1,305	1·4	2,606	2·8	4,291	4·6	74,858	80·7	9,608	10·3	92,765
For 1896-97	27	·03	1,242	1·4	2,348	2·7	4,115	4·7	67,246	76·7	12,691	14·5	87,669
Percentage of increase or decrease, 1901-1902, compared with 1896-97 ...	+ 259	...	+ 5	...	+ 11	...	+ 4	...	+ 11	...	— 24	...	+ 6

In all stages there is an increase, except the lower primary (B), in the collegiate of 50, or 259 per cent., in the high of 63, or 5 per cent., in the middle of 258, or 11 per cent., in the upper primary of 76, or 4 per cent., in the lower primary (A) of 7,612, or 11 per cent. Only the lower primary (B) stage shows a falling-off of 3,083, or 24 per cent.

Proportion of pupils in public institutions in stages of instruction.

The following table gives the percentage only of pupils, male and female, in the several stages of instruction for the years 1896-97 and 1901-1902 :

TABLE XI.—*Proportion of Pupils in Public Institutions in Stages of Instruction.*

Province.	Collegiate.	High.	Middle.	Upper Primary.	Lower Primary (A).	Lower Primary (B).
1	2	3	4	5	6	7
Assam, 1896-97	·1	1·3	2·4	4·4	77·1	14·7
„ 1901-1902	·1	1·3	2·6	4·3	81·3	10·4

10. The following table distributes all the schools and pupils according to management for the years 1896-97 and 1901-1902 :

Institutions classified according to management, 1896-97 and 1901-1902.

TABLE XII.—*Institutions classified according to Management.*

Province.	Under public management.				Under private management.						Total.	
	Government and Native States.		Board.		Aided.		Unaided.		Private.			
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
Assam, 1896-97	78	4,500	1,327	32,013	1,571	51,757	249	8,390	309	6,881	3,534	103,541
„ 1901-1902	78*	5,096*	1,237	34,237	1,585	53,137	271	9,993	255	5,557	3,426	108,020
Percentage of increase or decrease, 1901-1902, compared with 1896-97	...	+13	—7	+7	+1	+3	+9	+19	—17	—19	—3	+4
1896-97, compared with 1891-92	+8	+9	+5	—5	+61	+55	+31	+26	+4	+19	+26	+24

* Manipur excluded, as the schools are not under departmental management.

Government schools and schools in Native States have remained the same in number, but increased in pupils by 596, or 13 per cent. as against the increases of 8 and 9 per cent. for 1896-97, as compared with 1891-92. Board schools have fallen off in number by 90, but the pupils increased in number by 2,224, a decrease of 7 per cent. in schools with an increase of 7 per cent. in pupils, as against an increase of 5 per cent. in schools with a falling-off of 5 per cent. in pupils for 1896-97, as compared with 1891-92. Aided schools have risen in number by 14 and in pupils by 1,380, an increase of 1 and 3 per cent., respectively, as against increases of 61 and 55 per cent. for 1896-97, as compared with 1891-92. Unaided institutions have increased by 22 in number and by 1,603 in pupils, or increases of 9 and 19 per cent., respectively, as compared with increases of 31 and 26 per cent. for 1896-97, as compared with 1891-92. Private institutions have fallen off by 54 in number and by 1,324 in pupils, or the decreases of 17 and 19 per cent., respectively, as against the increases of 4 and 19 per cent. for 1896-97, as compared with 1891-92.

Proportion of pupils in institutions according to management.

The following table gives the percentage of the total pupils in each class of institutions according to management for the years 1896-97 and 1901-1902 :

TABLE XIII.—*Proportion of Pupils in Institutions according to Management,* 1896-97 *and* 1901-1902.

Province.	Government and Native States.		Board.		Aided.		Unaided.		Private.	
	1896-97.	1901-1902.	1896-97.	1901-1902.	1896-97.	1901-1902.	1896-97.	1901-1902.	1896-97.	1901-1902.
1	2	3	4	5	6	7	8	9	10	11
Assam	4·4	4·7	30·9	31·7	50·0	49·2	8·1	9·3	6·6	5·1
Total	4·4	4·7	30·9	31·7	50·0	49·2	8·1	9·3	6·6	5·1

The growth of aided schools at the expense of Board schools noticed in the last Quinquennial Review has not been maintained, and they have suffered a slight falling-off of ·8 per cent. Board schools have, on the other hand, increased by ·8 per cent. Unaided schools have increased by 1·2 per cent. Private schools have fallen off by 1·5 per cent.

Average number of pupils in institutions according to management.

The accompanying table gives the average number of pupils in each class of institutions in 1896-97 and 1901-1902. There has been a growth of the average strength of all classes of schools.

TABLE XIV.—*Average number of Pupils in Institutions according to Management,* 1896-97 *and* 1901-1902.

Management.	1896-97.	1901-1902.	
1	2	3	
Government	57	65	
Native States	69	...	Schools of Manipur
Board	24	27	excluded, as not
Aided	33	34	under departmental
Unaided	25	37	management.
Private	14	24	
Average	29	31	

Percentage of pupils in daily attendance, according to management of institutions.

The accompanying table gives the percentage of pupils in daily attendance in each class of public institutions according to management. The percentage of attendance has risen in all classes of schools, except in unaided, in which it has fallen by 1 per cent.

TABLE XV.—*Percentage of Pupils in Daily Attendance according to Management of Institutions,* 1896-97 *to* 1901-1902.

Year.	Government.	Board.	Aided.	Unaided.
1	2	3	4	5
1896-97	80	68	62	80
1897-98	77	70	69	77
1898-99	78	70	71	79
1899-1900	79	71	74	79
1900-1901	81	73	75	79
1901-1902	82	72	73	79

11. The following table gives the distribution of pupils according to race or creed in public and private institutions for the two years 1896-97 and 1901-1902;

Pupils classified according to race or creed, 1896-97 and 1901-1902.

TABLE XVI.—*Pupils classified according to Race or Creed.*

Province.	Public institutions.							Private institutions.						
	European and Eurasian.	Native Christian.	Hindus. Brahmins.	Hindus. Non-Brahmins.	Muhammadans.	Others.	Total.	European and Eurasian.	Native Christian.	Hindus. Brahmins.	Hindus. Non-Brahmins.	Muhammadans.	Others.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ASSAM.														
1901-1902	15	6,213	7,371	59,763	19,292	9,809	102,463	...	...	1,265	96	4,160	36	5,557
1896-97	24	3,773	65,380		17,211	10,272	96,660	...	2	2,817		4,591	107	6,887
Percentage of increase or decrease, 1901-1902, compared with 1896-97 ...	—37	+65	+2		+12	—4	+6	...	...	—51		—9	—64	—19
1896-97, compared with 1891-92	—8	+35	+21		+34	+27	+24	...	...	+58		+17	+339	+20

Taking public institutions first, the total rate of increase is 6 per cent., against an increase of 24 per cent. in the preceding quinquennium. Europeans and Eurasians fell off by 37 per cent. Native Christians increased by 65 per cent., Hindus by 2 per cent., and Muhammadans by 12 per cent. The class "Others," which includes aboriginal tribes and Brahmos, fell off by 4 per cent. Under private institutions, there has been a falling-off of 19 per cent. in pupils, as compared with an increase of 20 per cent. in the preceding quinquennium. Among Muhammadans there is a decrease of 9 per cent., as compared with an increase of 17 per cent. in the previous quinquennium. Among Hindus there is a decrease of 51 per cent., as compared with an increase of 58 per cent. in the previous quinquennium. Both these changes are due to the extension of departmental system to a larger number of private institutions.

The following table gives the proportion of pupils in the several classes of public institutions according to race or creed for 1901-1902, with the corresponding percentages in the total population:

Percentage of pupils in public institutions according to race or creed, 1901-1902.

TABLE XVII.—*Percentage of Pupils in Public Institutions according to Race or Creed*, 1901-1902.

Race or creed.	In total population.	In Arts colleges.	In Professional colleges.	In Secondary schools.	In Primary schools.	In Special schools.
1	2	3	4	5	6	7
Europeans and Eurasians	·04	...	...	·03	·01	·08
Native Christians ...	·56	...	...	3·21	6·39	15·25
Hindus { Brahmins ...	55·8	16·50	...	15·35	5·88	4·73
Hindus { Non-Brahmins		60·82	...	62·68	58·28	13·73
Muhammadans ...	26·9	21·65	...	15·35	18·79	59·80
Others	16·6	1·03	...	3·38	10·65	6·41

Hindus exceed their proportion in every class of institution, except in special schools, and are particularly strong in colleges and secondary schools. Muhammadans fall below in every class, except in special schools.

Native Christians are in all classes far above their proportion, especially in special schools. "Others" are in all cases below their proportion.

12. The following table gives the languages learnt by pupils, together with the percentages for pupils in public institutions :

Languages learnt by pupils.

TABLE XVIII.—*Languages learnt by Pupils*, 1901-1902.

Province.	Public institutions.						Private institutions.		
	English.	Per cent.	Classical language.	Per cent.	Vernacular.	Per cent.	English.	Classical language.	Vernacular.
1	2	3	4	5	6	7	8	9	10
Assam	10,322	10·07	4,315	4·21	100,063	97·65	12	5,504	41

As compared with five years ago, the number of pupils in public institutions learning English has increased by 2,696, and the proportion to the whole has risen from 7·9 to 10·07. The number of pupils learning a classical language has increased by 1,314, and the proportion to the whole has risen from 3·7 to 4·21. The number of pupils learning a vernacular language has increased by 5,920, and the proportion to the total has risen from 97·4 to 97·6.

Proportion of pupils learning English.

The following table gives the number of pupils learning English, both in public and private institutions, for 1896-97 and 1901-1902, together with a calculation showing the number of pupils of school-going age, of whom one was learning English :

TABLE XIX.—*Proportion of Pupils learning English*, 1896-97 *and* 1901-1902.

Province.	1896-97.		1901-1902.	
	Total learning English.	Number of school-going age of whom one was learning English.	Total learning English.	Number of school-going age of whom one was learning English.
1	2	3	4	5
Assam	7,967	102	10,334	89

Progress is shown both by the increase of the total by 2,367, and the decline of the number of whom one was learning English from 102 to 89.

13. The following table gives the total expenditure on education classified according to sources for each of the six years 1896-97 to 1901-1902 :

General statistics of expenditure according to sources.

TABLE XX.—*General Statistics of Expenditure according to Sources*, 1896-97 *to* 1901-1902.

Principal sources.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of increase or decrease, 1901-1902, compared with 1896-97.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	1,82,195	2,08,402	2,05,017	2,17,977	2,61,315	2,29,611	+26
Local Funds	2,09,167	2,04,328	2,01,252	2,11,590	2,15,308	2,24,617	+ 7
Municipal Funds	6,622	6,988	7,425	7,315	6,883	7,823	+18
Fees	1,30,534	1,22,365	1,28,286	1,44 588	1,50,621	1,63,137	+24
Other sources	1,22,343	1,17,926	1,20,489	1,39,958	1,88,049	1,37,018	+13
Total	6,50,861	6,60,009	6,62,469	7,21,428	8,22,176	7,63,106	+17

Principal sources.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.
1	2	3	4	5	6	7
Percentage of increase or decrease, compared with preceding year—						
Provincial Revenues	...	+14	— 2	+ 6	+17	—12
Local Funds	...	— 2	— 1	+ 5	+ 1	+ 4
Municipal Funds	...	+ 5	+ 6	— 1	— 5	+13
Fees	...	— 6	+ 4	+12	+ 4	+ 8
Other sources	...	— 3	+ 2	+16	+35	—27
Total	...	+1·4	+ ·3	+ 9	+14	— 7

Comparing the last of these years with the first, it will be seen that the total expenditure has increased by Rs. 1,12,245, or 17 per cent., as against an increase of 15 per cent. in the preceding quinquennium. The expenditure from Provincial Revenues shows an increase of Rs. 47,416, or 26 per cent., against an increase of 8 per cent. in the last quinquennium. The increase in the expenditure from Local Funds is Rs. 15,450, or 7 per cent., against an increase of 29 per cent. in the last quinquennium. The expenditure from Municipal Funds has risen by Rs. 1,201, or 18 per cent., against an increase of 41 per cent. in the last quinquennium. Fees have increased by Rs. 32,603, or 24 per cent., against an increase of 17 per cent. in the last quinquennium.

Expenditure from other sources, which includes private subscriptions, missionary contributions, and payments for boarding, has increased by Rs. 15,675, or 13 per cent., as against 68 per cent. in the last quinquennium. Fees and "Other sources" are derived from private funds, and from these two sources combined the satisfactory proportion of 39 per cent. of the total expenditure on education is met, as against 38 per cent. in the previous quinquennium.

The following table gives the total expenditure for six years from 1896-97 to 1901-1902, classified according to heads of charges with a division between direct and indirect expenditure :

TABLE XXI.—*General Statistics of Expenditure according to heads of Charges,* 1896-97 *to* 1901-1902.

Heads of charges.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of increase or decrease, 1901-1902, compared with 1896-97.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Direct—							
Arts colleges	4,100	3,915	4,129	4,351	4,367	15,864	+286
Secondary schools	1,95,242	1,98,992	1,96,678	2,03,739	2,15,522	2,21,373	+ 13
Primary schools	2,62,217	2,45,099	2,42,612	2,68,709	2,82,654	2,80,950	+ 7
Training schools	22,870	23,600	22,114	21,314	21,892	22,100	— 3
Other special schools	13,181	12,929	7,119	8,597	18,427	27,094	+105
Total Direct	4,97,610	4,84,535	4,72,652	5,06,710	5,42,862	5,67,381	+ 14
Indirect—							
Direction	27,077	28,683	22,946	27,807	26,907	27,661	+ 2
Inspection	40,160	43,873	45,493	45,108	46,513	46,111	+ 15
Scholarships	54,529	55,796	58,125	58,443	59,167	59,986	+ 10
Buildings	16,047	22,762	36,256	61,745	1,18,319	25,845	+ 59
Furniture, etc.	1,381	4,568	4,388	3,388	6,286	6,259	+353
Miscellaneous	14,057	19,792	22,609	18,227	22,122	29,863	+112
Total Indirect	1,53,251	1,75,474	1,89,817	2,14,718	2,79,314	1,95,725	+ 27
Grand total	6,50,861	6,60,009	6,62,469	7,21,428	8,22,176	7,63,106	+ 17
Percentage of increase or decrease, compared with preceding year...	...	+ 1	+ ·3	+ 8	+13	— 7	...
Direct expenditure only ...	...	— 3	— 2	+ 7	+11	+ 4	...
Indirect expenditure only ...	...	+14	+ 8	+13	+30	—29	...

The total increase in direct expenditure is Rs. 69,771, or 14 per cent., as against 15 per cent. in the previous quinquennium. Arts colleges show an increase of Rs. 11,764, or 286 per cent. Secondary schools show a progressive increase for each year of the period. Primary schools do the same, except in 1897-98 and 1898-99, which may be reckoned as earthquake years. Training schools show a falling-off in expenditure of Rs. 770, or 3 per cent. The total increase in indirect expenditure is Rs. 42,474, or 27 per cent., the most important items being buildings, in which there is an increase of 59 per cent., furniture, in which there is an increase of 353 per cent., and miscellaneous, in which there is an increase of 112 per cent.

General statistics of expenditure according to heads of charges, 1896-97 to 1901-1902.

14. The accompanying table combines the figures given in the two previous tables for 1896-97 and 1901-1902, showing the sources of expenditure and also the heads of charges in each year:

Expenditure according to sources and heads of charges, 1896-97 and 1901-1902.

TABLE XXII.—*Expenditure according to Sources and heads of Charges,* 1896-97 *and* 1901-1902.

Heads of charges.	1896-97.						1901-1902.						Percentage of increase or decrease.	
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Colleges	...	...	...	666	3,434	4,100	7,003	...	...	5,360	3,501	15,864	+286	...
Secondary schools	41,224	28,203	840	93,007	31,968	1,95,242	31,913	30,551	1,140	1,18,941	38,828	2,21,373	+ 13	+21
Primary schools	11,895	1,55,004	4,401	30,083	60,834	2,62,217	17,708	1,60,699	5,130	31,464	65,949	2,80,950	+ 7	+37
Special schools	15,331	6,352	510	6,728	7,130	36,051	27,294	5,964	718	4,926	10,291	49,194	+ 36	+10
Universities	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction and inspection ...	65,680	1,557	...	...	...	67,237	66,528	6,073	...	1,171	...	73,772	+ 9	+14
Scholarships	38,810	11,809	...	...	3,910	54,529	42,042	12,405	...	...	5,539	59,986	+ 10	+34
Buildings and furniture ...	2,131	1,80[illegible]	662	30	12,796	17,428	19,772	2,69[illegible]	387	1,197	8,053	32,104	+ 84	—23
Miscellaneous	7,124	4,433	209	20	2,271	14,057	17,351	6,229	448	78	1,375	29,863	+112	+34
Total	1,82,195	2,09,167	6,622	1,30,534	1,22,343	6,50,861	2,29,611	2,24,617	7,823	1,63,137	1,37,918	7,63,106	+ 17	+2
Percentage of increase or decrease, 1901-1902, compared with 1896-97	...	...	...	...	...	...	+26	+7	+18	+24	+13	+17	...	..
1896-97, compared with 1891-92...	+7	+29	+41	+17	+68	+26	...	...	...	...	...	...	...	...

The expenditure on colleges has increased by Rs. 11,764, and of the Rs. 15,864 expended, Rs. 8,861, or more than half, was provided from fees and other sources. The total rate of increase is 286 per cent. The rate of increase among students in colleges in the corresponding period was 259 per cent.

The expenditure on secondary schools has risen by Rs. 26,131, and of the Rs. 2,21,375 expended, Rs. 1,18,941 was met from fees and Rs. 38,828 from other sources. The total rate of increase is 13 per cent., as compared with 21 per cent. in the previous quinquennium. The corresponding rate of increase among pupils in secondary schools was 23 per cent. in both periods, showing a diminishing rate of increase in the cost per pupil. Going back for ten years, the share of the total expenditure borne by private funds has risen from 61·1 to 70·4 per cent.

The expenditure on primary schools has risen by Rs. 18,733, and of the Rs. 2,80,950 expended, Rs. 31,464 was met from fees and Rs. 65,949 from other sources. The total increase is 7 per cent., as compared with 37 per cent. in the previous quinquennium. The corresponding rates of increase among pupils in primary schools were 3 and 25 per cent., respectively, showing that the cost of each pupil is steadily tending to increase.

The share of the expenditure borne by private funds has risen from 30·6 to 34·7 per cent.

The expenditure on special schools, including those for training teachers, has increased by Rs. 13,143, the rate of increase being 36 per cent., as compared with the 10 per cent. in the previous quinquennium. The corresponding rates of increase among pupils were 76 and 17 per cent. The share of the total expenditure borne by private funds has fallen off from 40·2 to 30·9 per cent.

The expenditure on Direction and Inspection has increased by Rs. 6,535, or an increase of 9 per cent., as opposed to an increase of 14 per cent. in the previous quinquennium.

The expenditure on scholarships has increased by Rs. 5,457, or an increase of 10 per cent., as against an increase of 34 per cent. in the former quinquennium. Buildings and furniture together show an increase of Rs. 14,676, or an increase of 84 per cent., as compared with a falling-off of 23 per cent. in the previous quinquennium. Miscellaneous expenditure shows an increase of Rs. 15,806, or an increase of 112 per cent., as compared with an increase of 34 per cent. in the previous quinquennium. Adding together all the headings of indirect expenditure, the share of the total borne by private funds has risen during the ten years from 10·8 to 11·1 per cent.

The figures of the table may now be considered in another way according to sources of expenditure. The expenditure from Provincial Revenues shows an increase of Rs. 47,416 at the rate of 26 per cent., as compared with an increase of 7 per cent. in the previous quinquennium. There has been a decrease of Rs. 9,311 in the amount spent from Provincial Revenues on secondary schools, an increase of Rs. 5,813 in the amount spent on the primary schools, and an increase of Rs. 11,963 in the amount spent on special schools.

Under indirect expenditure, there has been an increase of Rs. 893 under Direction and Inspection, and of Rs. 3,232 under scholarships. The largest rate of increase is for buildings and furniture (Rs. 17,641) (for the Cotton College new buildings and earthquake repairs), and for miscellaneous (Rs. 10,227). The expenditure from Local Funds shows an increase of Rs. 15,450 at the rate of 7 per cent., as compared with an increase of 29 per cent. in the previous quinquennium. There is an increase of Rs. 2,348 in the expenditure from Local Funds on secondary schools, and of Rs. 5,695 on primary schools, but a falling-off of Rs. 388 in the expenditure on special schools. The expenditure on Direction and Inspection charged to Local Funds has increased by Rs. 4,516, that on scholarships by Rs. 596, that on the buildings and furniture by Rs. 886, and miscellaneous by Rs. 1,796.

The expenditure from Municipal Funds shows an increase of Rs. 1,201 at the rate of 18 per cent., as compared with an increase of 41 per cent. in the previous quinquennium. There is an increase of the expenditure from Municipal Funds on secondary schools of Rs. 300, on primary schools of Rs. 729, and on special schools of Rs. 208. On buildings and furniture the expenditure fell off by Rs. 275, but on miscellaneous it increased by Rs. 239.

The expenditure from fees increased by Rs. 32,603, or an increase of 17 per cent., as compared with an increase of the same amount in the last quinquennium. The amount received from fees in colleges increased by Rs. 4,694, in secondary schools by Rs. 25,934, in primary schools by Rs. 1,381, but in the special schools it fell off by Rs. 1,802. Fees now provide 21 per cent. of the total expenditure on education, direct and indirect.

Under "Other sources," the increase in expenditure is Rs. 15,575, or an increase of 13 per cent., as compared with an increase of 68 per cent. in the last quinquennium. Of the increase in expenditure from "Other sources," Rs. 67 was devoted to colleges, Rs. 6,860 to secondary schools, Rs. 5,115 to primary schools, and Rs. 3,161 to special schools.

As regards indirect expenditure from other sources, there was an increase of expenditure on scholarships of Rs. 1,629, but a falling-off of Rs. 4,743 and Rs. 896 in the expenditure on buildings and furniture and miscellaneous, respectively. "Other sources" now provide 18 per cent. of the total expenditure.

Expenditure according to sources, 1896-97 and 1901-1902.

The following table compares the total provincial expenditure on education according to sources in 1896-97 and 1901-1902. The total expenditure in Assam has increased by Rs. 1,12,245, or an increase of 17 per cent., as compared with 26 per cent. in the previous quinquennium, when it was the highest rate of increase in any province in

India. The corresponding increases for pupils were 4 and 23·8 per cent., showing a rise in cost per pupil. The increase is mainly under Provincial Revenues, Fees, and "Other sources."

TABLE XXIII.—*Expenditure according to Sources*, 1896-97 *and* 1901-1902.

Province.	1896-97.						1901-1902.						Percentage of increase or decrease.	
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Assam	1,82,195	2,09,167	6,622	1,30,534	1,22,343	6,50,861	2,29,611	2,24,617	7,823	1,63,137	1,37,918	7,63,106	+17	+26

Average expenditure per head of the population, 1896-97 and 1901-1902.

The accompanying table shows that the total cost per head of the population in Assam has risen from 1 anna 11 pies in 1896-97 to 2 annas and 6 pies in 1901-1902. This is 1 pie more than the average rate for all India as given in the last Quinquennial Review :

TABLE XXIV.—*Average Expenditure per head of Population*, 1896-97 *and* 1901-1902.

Province.	1896-97.			1901-1902.		
	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.
1	2	3	4	5	6	7
	As. p.	As. p.	As. p.	As. p.	As. p.	As. p.
Assam	1 2	0 9	1 11	1 9	0 9	2 6

Expenditure on chief classes of institutions.

The following table gives the expenditure on the chief classes of institutions in 1901-1902, together with the proportion in each case to the total expenditure. The grand total has increased by 17 per cent., the amount spent on colleges by 286 per cent., the amount spent on secondary schools by 13 per cent., the amount spent on primary schools by 7 per cent., and the amount spent on special schools by 36 per cent., but the percentage of the total expenditure spent on secondary schools has only altered from 29 to 30 per cent., that on primary schools from 37 to 40 per cent., and that on special schools has remained unaltered at 6 per cent. :

TABLE XXV.—*Expenditure on Chief Classes of Institutions*, 1901-1902.

	Arts colleges, English.		Secondary schools.		Primary schools.		Special schools.		Grand total.
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	
1	2	3	4	5	6	7	8	9	10
	Rs.		Rs.		Rs.		Rs.		Rs.
Assam...	15,864	2	2,21,373	29	2,80,950	37	49,194	6	7,63,106
Total for 1896-97	4,100	1	1,95,242	30	2,62,217	40	36,051	6	6,50,861
Percentage of increase, 1901-1902, compared with 1896-97.	286	...	13	...	7	...	36	...	17

15. The accompanying table gives the proportionate expenditure from each source for 1891-92, 1896-97, and 1901-1902. This shows that the proportion of the expenditure on education contributed from Provincial Revenues has fallen from 32·4 to 30·1 in the ten years under review, and the expenditure from Local Funds has fallen off from 31·1 to 29·4. The expenditure from Municipal Funds has increased by ·1 per cent. The percentage from fees first dropped to 20·1, but has now returned to its former figure 21·5. The one really important difference between the two periods is in the percentage of the expenditure from "Other sources," which has advanced from 14·1 to 18 per cent.:

Proportionate expenditure from different sources, 1891-92, 1896-97, and 1901-1902.

TABLE XXVI.—*Proportionate Expenditure from different Sources*, 1891-92, 1896-97, *and* 1901-1902.

Province.	1891-92.					1896-97.					1901-1902.				
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Assam	32·4	31·1	·9	21·5	14·1	28·0	32·1	1·0	20·1	18·8	30·1	29·4	1·0	21·5	18·0

The accompanying table gives the proportionate expenditure from public and private funds in Assam, according to principal heads of charge, 1896-97 and 1901-1902:

Proportionate expenditure from public and private funds on principal heads of charge, 1896-97 and 1901-1902.

TABLE XXVII.—*Proportionate Expenditure on principal heads of Charge from Public and Private Funds*, 1896-97 *and* 1901-1902, *with the corresponding figures of* 1891-92, *for comparison.*

Province.	1896-97.											
	Colleges.		Secondary schools.		Primary schools.		Special schools.		Indirect.		Total.	
	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.
1	2	3	4	5	6	7	8	9	10	11	12	13
Assam	...	100·0	36·0	64·0	65·3	34·7	61·6	38·4	87·6	12·4	61·1	38·9
For 1891-92	...	...	38·9	61·1	69·4	30·6	59·8	40·2	89·2	10·8	64·4	35·6

Province.	1901-1902.											
	Colleges.		Secondary schools.		Primary schools.		Special schools.		Indirect.		Total.	
	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.
	14	15	16	17	18	19	20	21	22	23	24	25
Assam	44·1	55·9	29·6	70·4	65·3	34·7	69·1	30·9	88·9	11·1	60·8	39·2

The percentage of the total expenditure on education from private funds has risen from 38·9 to 39·2 in the five years under review.

The increase is greatest under secondary schools, in which case the percentage of the expenditure from private funds has risen from 64 in 1896-97 to 70·4 in 1901-1902. The percentage of the expenditure from private funds on special schools has, however, fallen off a more than equivalent amount from 38·4 in 1896-97 to 30·9 in 1901-1902. The percentage of the expenditure from private funds on primary schools has remained unaltered at 34·7. The other differences are unimportant.

Expenditure from public funds on certain classes of institutions, 1896-97 and 1901-1902.

The accompanying table gives the figures of expenditure from public funds on the chief classes of institutions for the two years 1896-97 and 1901-1902. The expenditure from public funds on secondary schools has fallen off by Rs. 4,843, or at the rate of 7 per cent., as compared with an increase of 13 per cent. in the previous quinquennium. The expenditure on primary schools has risen by Rs. 12,237, or at the rate of 7 per cent., as compared with an increase of 29 per cent. in the previous quinquennium. The expenditure on special schools has fallen off by Rs. 1,010, or at the rate of 5 per cent., as compared with an increase of 13 per cent. in the previous quinquennium :

TABLE XXVIII.—*Expenditure from Public Funds on certain Classes of Institutions,* 1896-97 *and* 1901-1902.

Province.	1896-97.				1901-1902.			
	Arts colleges.	Secondary schools.	Primary schools.	Training schools.	Arts colleges.	Secondary schools.	Primary schools.	Training schools.
1	2	3	4	5	6	7	8	9
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	...	70,267	1,71,300	19,287	7,003	65,424	1,83,537	18,277
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	...	...	...	...	...	−7	+7	−5
1896-97, compared with 1891-92.	...	+13	+29	+13	...	...	...	...

Proportion of direct expenditure from public funds on certain classes of institutions, 1891-92, 1896-97, and 1901-1902.

16. The following table gives the percentage of direct expenditure from public funds devoted to the chief classes of institutions for each of the three quinquennial years 1891-92, 1896-97, and 1901-1902.

The percentage of direct expenditure from public funds on secondary schools has declined in the ten years under review from 29·1 to 22·5, and that on primary schools risen from 61·9 to 65, but declined again to 63·3. The expenditure on training schools has declined from 8 per cent. to 6·3.

TABLE XXIX.—*Proportion of Direct Expenditure from Public Funds on certain classes of Institutions,* 1891-92, 1896-97, *and* 1901-1902.

Province.	1891-92				1896-97.				1901-1902.			
	Arts colleges.	Secondary schools.	Primary schools.	Training schools.	Arts colleges.	Secondary schools.	Primary schools.	Training schools.	Arts colleges.	Secondary schools.	Primary schools.	Training schools.
1	2	3	4	5	6	7	8	9	10	11	12	13
Assam	...	29·1	61·9	8·0	...	26·7	65·0	7·2	2·4	22·5	63·3	6·3

Direct expenditure from public funds in institutions according to management, 1891-92, 1896-97, and 1901-1902.

The accompanying table divides the direct expenditure from public funds on institutions according to management for the three quinquennial years 1891-92, 1896-97, and 1901-1902.

The percentage of the total expenditure in the case of schools under public management has declined from 63·7 to 52·1 and risen again to 56·5, and in the case of aided schools it has risen from 36·3 to 47·9, but declined again to 43·5 in the last quinquennium.

TABLE XXX.—*Direct Expenditure from Public Funds on Institutions according to Management*, 1891-92, 1896-97, *and* 1901-1902.

Province.	1891-92.					1896-97.					1901-1902.				
	Under public management.	Per cent.	Aided.	Per cent.	Total.	Under public management.	Per cent.	Aided.	Per cent.	Total.	Under public management.	Per cent.	Aided.	Per cent.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Rs.		Rs.		Rs.	Rs.		Rs.		Rs.	Rs.		Rs.		Rs.
Assam ...	1,36,286	63·7	77,768	36·3	2,14,054	1,37,543	52·1	1,26,217	47·9	2,63,760	1,62,574	56·3	1,25,067	43·5	2,87,641

Average cost of educating each pupil in the several classes of institutions for 1891-92, 1896-97, and 1901-1902.—
I. According to sources of expenditure for the two later years.
II. According to management of institutions.

17. The two following tables give the average annual cost of educating each pupil in the several classes of institutions for 1891-92, 1896-97, and 1901-1902, according to sources of expenditure and, secondly, for the two later years according to the management of institutions:

TABLE XXXI.—*Average Cost of educating each Pupil according to sources of expenditure.*

Class of institution.	1891-92.				1896-97.				1901-1902.				
	Provincial Revenues.	Local and Municipal Funds.	Private funds.	Total.	Provincial Revenues.	Local and Municipal Funds.	Private funds.	Total.	Provincial Revenues.	Local and Municipal Funds.	(a) Native State.	Private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges (Arts) ...	...	...	...	...	...	...	164	164	62·5	...	...	79·1	141·6
Secondary schools ...	3·7	2·6	9·9	16·2	3·8	2·7	11·6	18·1	2·3	2·4	·1	11·4	16·2
Primary schools ...	·1	1·9	·9	2·9	·1	1·7	1·0	2·8	·2	2·0	...	1·2	3·4
Training schools ...	32·1	12·6	10·5	55·2	35·1	15·0	9·3	59·4	37·2	11·4	...	10·2	58·8
Special schools ...	8	1·8	36·6	46·4	5·7	3·4	32·4	41·5	16·8	3·0	...	14·4	34·2

TABLE XXXII.—*Average Cost of educating each Pupil according to Management of Institutions.*

Management.	1896-97.						1901-1902.					
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	Other special schools.	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	Other special schools.
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government	...	...	25·3	7·2	67·0	253·0	159·6	...	20·8	13·7	92·5	250·1
Local Board	...	...	10·9	2·9	...	...	...	...	10·9	3·0	...	11·1
Municipal	...	...	...	3·9	...	75·0	...	...	...	4·0	...	...
Aided	...	...	15·5	3·0	40·2	34·8	...	...	14·4	3·8	29·7	8·8
Unaided	164	...	15·4	·6	55·0	64·3	109·2	...	14·2	1·1	13·5	26·2
Total	164	...	18·1	2·8	41·5	59·4	141·6	...	16·2	3·4	58·8	34·2

In Arts colleges, the cost of educating each student has fallen from 164 to 141·6, the portion borne by Provincial Revenues being 62·5, and that by private funds 79·1. Classified according to management, the average cost per student was Rs. 159·6 in the Government college and Rs. 109·2 in the unaided college. In secondary schools the average cost of educating each pupil rose to Rs. 18·1 in 1896-97, but has now declined to its former figure Rs. 16·2. The portion borne by Provincial Revenues has, however, declined from Rs. 3·7 to Rs. 2·3, and the portion borne by Local and Municipal Funds has declined from Rs. 2·6 to Rs. 2·4, but the portion borne by private funds has risen from Rs. 9·9 to Rs. 11·4. According to management, the average cost in 1901-1902 was highest in Government schools (Rs. 20·8) and lowest in those under Local Boards (Rs. 10·9). The average cost of educating a pupil in a secondary school was Rs. 16·2.

In primary schools, the average cost of educating each pupil has increased from Rs. 2·9 to Rs. 3·4. The portion borne by Provincial Funds increased by ·1 per cent., that borne by Local and Municipal Funds has increased from Re. 1·9 to Rs. 2, and that borne by private funds from Re. ·9 to Re. 1·2. According to management, the average cost in 1901-1902 was highest in Government schools (Rs. 13·7) and lowest in unaided schools (Re. 1·1). The average cost of educating a pupil in a primary school was Rs. 3·4.

In training schools, the average cost of educating each pupil rose from Rs. 55·2 to Rs. 59·4, but declined again to Rs. 58·8 in the later quinquennial period. The proportion borne by Provincial Funds has risen from Rs. 32·1 to Rs. 37·2, that borne by Local and Municipal Funds rose from Rs. 12·6 to Rs. 15, but declined again below its former level to Rs. 11·4, and that borne by private funds has fallen off from Rs. 10·5 to Rs. 10·2. According to management, the average cost of educating a pupil in 1901-1902 was highest in Government schools (Rs. 92·5) and lowest in unaided schools (Rs. 13·5). The average cost of educating a pupil in a training school was Rs. 58·8.

In special schools, the cost of educating each pupil fell off from Rs. 46·4 to Rs. 34·2; that borne by Provincial Funds has risen from Rs. 8 to Rs. 16·8; that borne by Local and Municipal Funds from Re. 1·8 to Rs. 3; and that borne by private funds has fallen off from Rs. 36·6 to Rs. 14·4. According to management, the average cost of educating a pupil in 1901-1902 was highest in the Government schools (Rs. 250·1) and lowest in aided schools (Rs. 8·8). The average cost of educating a pupil in a special school was Rs. 34·2.

Adding all institutions together, the general average cost of educating each pupil for the whole of Assam, or the average direct expenditure per pupil, was Rs. 5·8, against Rs. 4·9 in 1896-97, when it was the lowest provincial average in the whole of India.

18. The following table gives the proportion that direct expenditure bears to indirect in each class of the public funds.

Proportionate direct expenditure from public funds, 1896-97 and 1901-1902.

The proportion of direct expenditure from Provincial Funds has fallen from 37·6 to 36·5, and from Local

Funds from 90·6 to 87·9, but the proportion of direct expenditure from Municipal Funds has risen from 86·8 to 89·3.

TABLE XXXIII.—*Proportionate Direct Expenditure from Public Funds,* 1896-97 and 1901-1902.

	1896-97.			1901-1902.		
	Provincial Revenues.	Local Funds.	Municipal Funds.	Provincial Revenues.	Local Funds.	Municipal Funds.
	1	2	3	4	5	6
Assam	37·6	90·6	86·8	36·5	87·9	89·3

Distribution of Local Fund expenditure, 1901-1902.

19. The following table gives the distribution of Local Fund expenditure among different heads of charges for 1901-1902, with percentages. The proportion of Local Fund expenditure devoted to secondary schools was 13·6, as against 13·5 in 1896-97, that devoted to primary schools was 71·6, as against 74·1 in 1896-97, that devoted to special schools was 2·6, as against 3 per cent. in 1896-97, and that devoted to indirect expenditure was 12·2, as against 9·4 in 1896-97:

TABLE XXXIV.—*Distribution of Local Fund Expenditure,* 1901-1902.

	Colleges.		Secondary schools.		Primary schools.		Special schools.		Indirect.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
	1	2	3	4	5	6	7	8	9	10
			Rs.		Rs.		Rs.		Rs.	
Assam	...	...	30,551	13·6	1,60,699	71·6	5,965	2·6	27,402	12·2
For 1896-97	...	...	28,203	13·5	1,55,004	74·1	6,352	3·0	19,608	9·4

Distribution of Municipal Fund expenditure, 1901-1902.

20. The following table gives the same details for Municipal Fund expenditure. The proportion of Municipal Fund expenditure devoted to secondary schools was 14·7, as compared with 12·7 in 1896-97, that devoted to primary schools was 65·5, as against 66·5 in 1896-97, that devoted to special schools was 9·2, as against 7·7 in 1896-97, and that devoted to indirect expenditure was 10·6, as against 13·1 in 1896-97:

TABLE XXXV.—*Distribution of Municipal Expenditure,* 1901-1902.

	Colleges.		Secondary schools.		Primary schools.		Special schools.		Indirect.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
	1	2	3	4	5	6	7	8	9	10
			Rs.		Rs.		Rs.		Rs.	
Assam	...	...	1,140	14·7	5,130	65·5	718	9·2	835	10·6
For 1896-97	...	...	840	12·7	4,401	66·5	510	7·7	871	13·1

Expenditure from fees, 1901-1902.

21. The following table gives the details of expenditure from fees for 1901-1902, with percentages. The proportion of the total expenditure contributed by fees was 21 per cent., as compared with 20 per cent. in 1896-97. In Arts colleges, the proportion was 21 per cent., as against 16 per cent. in 1896-97. In secondary schools, the proportion was 53 per cent., as against 47 per cent. in 1896-97. In primary schools, the proportion was 11 per cent., as against 15 per cent. in 1896-97. In special schools, the proportion was 10 per cent., as against 19 per cent. for 1896-97.

TABLE XXXVI.—*Expenditure of Fees*, 1901-1902.

Province.	Arts colleges, English.		Secondary schools.		Primary schools.		Special schools.		Total.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
1	2	3	4	5	6	7	8	9	10	11
	Rs.		Rs.		Rs.		Rs.		Rs.	
Assam	5,360	21	1,18,941	53	31,464	11	4,926	10	1,63,137	21
For 1896-97	666	16	93,007	47	30,083	15	6,728	19	1,30,534	20
Percentage of increase or decrease, 1901-1902, compared with 1896-97 ...	+705	...	+27	...	+4	...	—27	...	+24	...

Expenditure on scholarships according to institutions and sources, 1896-97 and 1901-1902.

22. The accompanying table classifies the expenditure on scholarships according to institutions and sources for 1896-97 and 1901-1902:

TABLE XXXVII.—*Expenditure on Scholarships according to Institutions and Sources.*

Province.	1896-97.								1901-1902.							
	Institutions.					Sources.		Percentage of total expenditure.	Institutions.					Sources.		Percentage of total expenditure.
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Special schools.	Public funds.	Private funds.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Special schools.	Public funds.	Private funds.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Assam	20,874	1,360	24,008	4,021	4,266	50,619	3,910	8·38	23,339	3,057	25,069	4,672	3,849	54,447	5,539	7·86
Percentage of increase or decrease, 1901-1902, compared with 1896-97	...	...	...	...	...	...	...	...	+11	+125	+4	+16	—9	+7	+41	...
1896-97, compared with 1891-92	+ 29	+ 53	+ 21	+144	...	+ 28	+298	...	...	...	...	...	...	...	...	...

While the expenditure on scholarships has increased in five years by Rs. 5,457, the proportion it bears to the total expenditure on education has fallen from 8·38 to 7·86.

The actual increase in the amount allotted to scholarships is 7 per cent. from public funds and 41 per cent. from private, against the increases in the previous quinquennium of 28 and 298 per cent. respectively. Under Arts colleges, there has been an increase of 11 per cent., as compared with 29 per cent. Under Professional colleges, there has been an increase of 125 per cent., as compared with 53 per cent. Under Secondary schools, there has been an increase of 4 per cent., as compared with 21 per cent. Under Primary schools, there has been an increase of 16 per cent., as compared with 144 per cent. Under Special schools, there has been a falling-off of 9 per cent. in expenditure.

Proportion of expenditure on scholarships in chief classes of institutions, 1891-92, 1896-97, and 1901-1902.

The following table gives the proportion of expenditure in each of the different classes of institutions for 1891-92, 1896-97, and 1901-1902 :

TABLE XXXVIII.—*Proportion of Expenditure on Scholarships in chief classes of Institutions.*

Province.	1891-92.					1896-97.					1901-1902.				
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Special schools.	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Special schools.	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Special schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Assam	40	7	49	4	...	38	3	44	7	8	38	5	43	8	6

The proportion of expenditure on scholarships devoted to Arts colleges has fallen in the ten years from 40 to 38 per cent.

The proportion devoted to professional colleges fell from 7 to 3 per cent., and again rose to 5 per cent. The proportion devoted to secondary schools fell from 49 to 43 per cent. The proportion devoted to primary schools rose from 4 to 8. The proportion devoted to special schools was 6 per cent.

CHAPTER III.

CONTROLLING AGENCIES.

Classification of inspecting staff, 1896-97 and 1901-1902.

23. The following table gives the number of inspecting officers of all grades in Assam in 1896-97 and 1901-1902. The only change is that an additional Deputy Inspector has been appointed for Cachar by the promotion of a Sub-Inspector, whose Sub-Inspectorship has been abolished :

TABLE XXXIX.—*Classification of Inspecting Staff.*

Province.	Director.		Deputy Inspectors.		Sub-Inspectors.		Inspecting Pandits.		Superintendents of hill and primary schools.	
	1896-97.	1901-1902.	1896-97.	1901-1902.	1896-97.	1901-1902.	1896-97.	1901-1902.	1896-97.	1901-1902.
1	2	3	4	5	6	7	8	9	10	11
Assam	1	1	4	5	24	23	15	19	7	8

There is a Sub-Inspector for each subdivision, except in Gauhati (sadr) and Nowgong, where there are two.

As a general rule, the Director himself inspects second-grade colleges, high schools, training schools, and technical schools. Middle schools are left to the Deputy Inspectors and primary schools to the Sub-Inspectors, but the Director himself inspects a sufficient number of the lower class of schools to satisfy himself that the work of inspection is being satisfactorily performed. The Director also inspects the Local Board offices in so far as they deal with matters concerned with education. The Deputy Inspectors are held responsible that the Local Boards observe the grant-in-aid and other rules for their guidance in educational matters laid down by Government.

All high schools under private management and primary schools under mission management are aided from Provincial Revenues.

Local Boards administer grants-in-aid and special grants to middle and primary schools under private management, and award lower primary scholarships. Municipalities are expected to devote at least 3 per cent. of their income on primary education within their limits. In 1901-1902, municipal expenditure was Rs. 5,130 on Primary schools, Rs. 1,140 on Secondary schools, Rs. 718 on Special schools, and Rs. 835 on indirect expenditure.

24. The following table gives the expenditure on direction and inspection from Public Funds in 1896-97 and 1901-1902 :

Cost of direction and inspection.

TABLE XL.—*Expenditure on Direction and Inspection from Public Funds.*

Province.	1896-97.								1901-1902.								Percentage of increase or decrease.	
	Provincial Revenues.		Local Funds.		Municipal Funds.		Total.		Provincial Revenues.		Local Funds.		Municipal Funds.		Total.			
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.		Rs.				Rs.		Rs.		Rs.				Rs.			
Assam	65,680	36·1	1,557	·7	...	...	67,237	17·0	66,573	28·9	6,073	2·7	...	...	73,772	15·9	+10	+16
Percentage of increase or decrease—																		
1901-1902, compared with 1896-97.	...	...	...	...	...	...	...	...	+1	...	+290	...	...	...	+10	...	...	...
1896-97, compared with 1891-92.	+13	...	...	...	...	...	+16	...	...	...	...	...	...	...	...	...	...	...

The total expenditure has increased by Rs. 6,534, or 10 per cent., as compared with an increase of 16 per cent. in the preceding five years. The percentage to the total expenditure has declined from 17 to 15·9 per cent. The share borne by Provincial Revenues has increased by Rs. 893, or 1 per cent., as against an increase of 13 per cent. in the preceding period. The percentage to the total expenditure has declined from 36·1 to 28·9 per cent. The share borne by Local Funds has increased by Rs. 4,516, or 290 per cent., and the percentage to the local expenditure from ·7 to 2·7 per cent.

CHAPTER IV.

COLLEGIATE EDUCATION.

25. There are no first-grade and only two second-grade colleges in Assam—the Murarichand College at Sylhet and the Cotton College at Gauhati, which was opened in June 1901.

Statistics of Arts colleges.

The following table gives the statistics of these colleges:

TABLE XLI.—*Arts Colleges : English.*

Assam.	Under public management.		Under private management—Aided.		Under private management—Unaided.		Total.	
Year.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.
1	2	3	4	5	6	7	8	9
1896-97	...	...	...	...	1	27	1	27
1897-98	...	...	...	...	1	24	1	24
1898-99	...	...	...	...	1	28	1	28
1899-1900	...	...	...	...	1	39	1	39
1900-1901			...	...	1	49	1	49
1901-1902	1	57	...	...	1	40	2	97

The Principal and Professors of the Murarichand College are all graduates of the Calcutta University.

The Principal of the Gauhati College is a B. A. (London), and the Professors of Mathematics, Science, Sanskrit, and Persian are all M. A.'s in their respective subjects, and the Professor of Mathematics is a Premchand Roychand scholar.

26. Further statistics of these colleges are given below :

TABLE XLII.—*Progress of Arts Colleges.*

Progress of Arts colleges.

Province.	Number of students in Arts Colleges on the 31st March						1902, compared with 1897.	Number of boys of school-going age among whom one was reading in an Arts college.	
	1897.	1898.	1899.	1900.	1901.	1902.	Increase per cent.	1897.	1902.
1	2	3	4	5	6	7	8	9	10
Assam	27	24	28	39	49	97	259	15,538	4,859

TABLE XLIII.—*Classification of Arts Colleges according to management and grade.*

Classification of Arts colleges according to management and grade.

Management.	1896-97.		1901-1902.	
	First grade.	Second grade.	First grade.	Second grade.
Government	...	...	...	1
Unaided	...	1	...	1
Total	...	1	...	2

27. The College under public management has 58 per cent. of the total number of collegiate students in Assam and the Unaided College 42 per cent.

TABLE XLIV.—*Expenditure on Arts Colleges.*

Expenditure on Arts colleges.

Assam.	From Provincial Revenues.			From District and Municipal Funds.	From fees.	From other sources.	Total.
Year.	In colleges under public management.	In aided colleges.	Total.				
1	2	3	4	5	6	7	8
	Rs.		Rs.		Rs.	Rs.	Rs.
1896-97 ...	...	...	...	...	666	3,434	4,100
1897-98 ...	...	...	...	...	1,201	2,714	3,915
1898-99 ...	...	...	...	...	1,188	2,941	4,129
1899-1900 ...	...	...	...	...	932	3,419	4,351
1900-1901 ...	...	...	...	...	957	3,388	4,345
1901-1902 ...	7,003	...	7,003	...	5,360	3,501	15,864
Percentage of increase, 1901-1902, compared with 1896-97.	...	...	...	...	705	2	286

The accompanying tables give all the statistics relative to the average cost of educating each pupil, fees, examinations, and scholarships.

Average cost of educating each pupil.

TABLE XLV.—*Average Cost of educating each Pupil.*

—	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government	...	...	...	...	...	160
Unaided	164	145	114	133	111	109
	164	145	114	133	111	142

Average rate of fees in Arts colleges.

TABLE XLVI.—*Average Rate of Fees in Arts Colleges according to management and proportion to total expenditure.*

Year.	College under public management.	Percentage of total expenditure.	Aided college.	Percentage of total expenditure.	Unaided college.	Percentage of total expenditure.
1	2	3	4	5	6	7
1891-92 ...	...	...	...	...	...	...
1896-97 ...	...	...	...	...	24·6	16·2
1897-98 ...	...	...	...	...	50·04	30·6
1898-99 ...	...	...	...	...	42·43	28·7
1899-1900 ...	...	...	...	...	23·89	21·4
1900-1901 ...	...	...	...	...	19·53	21·9
1901-1902 ...	78·78	39·0	...	...	21·72	19·9

28. There was no direct expenditure on Arts colleges in Assam previous to 1901-1902. In 1901-1902 the percentage of direct expenditure from public funds (Provincial Revenues) was 44 per cent. The average cost of educating each pupil has been reduced from Rs. 164 to Rs. 142. The proportion of receipts from fees to total expenditure in the Government College, Gauhati, is 39 per cent. In the Murarichand College, it has varied from 50·04 to 19·53; no explanation of this is given.

Number of passes in intermediate examinations.

TABLE XLVII.—*Examinations intermediate between Matriculation and the Final Examination for the Degrees B. A. and B. Sc.—Number of passes.*

—	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.
1	2	3	4	5	6	7
Assam ...	6	7	3	11	13	18

Number of passes in colleges classified according to management.

TABLE XLVIII.—*Number of Passes as above, in Colleges classified according to management.*

Year.	Institutions under public management.	Aided institutions.	Unaided institutions.	Private students.	Total.
1	2	3	4	5	6
1896-97 ...	...	...	6	...	6
1897-98 ...	...	...	7	...	7
1898-99 ...	...	...	3	...	3
1899-1900 ...	...	...	11	...	11
1900-1901 ...	...	...	13	...	13
1901-1902 ...	10	...	8	...	18

29. There is no fixed number of junior scholarships available every year for the Assamese, any boy passing the Entrance Examination in the first or second division gets a scholarship; there are thirteen scholarships reserved for the Surma Valley and

eight for foreigners not domiciled in Assam. The Assam senior scholarships for Bengali boys in Assam awarded on the results of the F. A. Examination are limited to eight. Any Assamese boy passing the F. A. Examination in any division in two years after passing the Entrance Examination, gets a scholarship. The expenditure from Provincial Revenues on scholarships held in Bengal and Assam is shown by the accompanying table to have increased from Rs. 20,874 to Rs. 23, 339, or by 12 per cent.

Expenditure on scholarships in Arts colleges.

TABLE XLIX.—*Expenditure on Scholarships in Arts Colleges.*

Assam.	Provincial Revenue.	Local Funds.	Municipal Funds.	Other sources.	Total.	Percentage of total expenditure on scholarships.
1	2	3	4	5	6	7
					Rs.	
In Bengal Colleges	15,437	...	...	...	15,437	...
In Assam „	7,902	...	...	...	7,902	...
Total ...	23,339	...	...	...	23,339	39
1896-97 ...	20,874	...	...	...	20,874	38
Percentage of increase.	+ 12	...	...	...	+ 12	...

CHAPTER V.

SECONDARY EDUCATION.

30. The two following tables show the comparative statistics of secondary schools for boys for each of the last three quinquennial years:

Secondary schools.

TABLE L.—*Secondary Schools—English.*

Province.	1891-92.		1896-97.				1901-1902.			
					Percentage of increase or decrease.				Percentage of increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
Assam	67	7,451	87	8,562	+30	+15	101	11,207	+16	+31

TABLE LI.—*Secondary Schools—Vernacular.*

Province.	1891-92.		1896-97.				1901-1902.			
					Percentage of increase or decrease.				Percentage of increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
Assam	43	2,854	48	2,985	+12	+5	45	2,820	−6	−5

English schools have increased in the ten years from 67 to 101 and in pupils from 7,451 to 11,207. Vernacular schools have increased in the ten years from 43 to 45, but the pupils have fallen off by 34. Comparing the first and last years of the quinquennial period, Vernacular schools have fallen off in numbers by 3 and in pupils by 165.

The table given below gives the number of pupils in all classes of secondary schools for each of the six years 1896-97—1901-1902. The number of pupils in all classes of secondary schools has increased by 2,480, or 21 per cent.:

Number of Pupils in Secondary Schools for boys.

TABLE LII.—*Number of Pupils in Secondary Schools for Boys.*

Province.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of increase, 1901-1902, compared with 1896-97.
1	2	3	4	5	6	7	8
Assam ...	11,547	10,887	11,699	12,878	13,818	14,027	21
Percentage of increase or decrease compared with preceding year.	...	—4	+7	+10	+7	+1	...

31. The table below gives the classification of all the pupils in secondary schools for boys according to the stages of instruction for each of the six years 1896-97 to 1901-1902:

Stages of instruction in secondary schools.

TABLE LIII.—*Stages of Instruction in Secondary Schools for Boys.*

Stage.	1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.		1901-1902.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13
High	1,242	10·8	1,009	9·3	1,031	8·8	1,049	8·1	1,207	8·7	1,305	9·3
Middle	2,330	20·2	2,154	19·8	2,233	19·1	2,350	18·3	2,540	18·4	2,603	18·6
Upper primary ...	2,777	24·0	2,659	24·4	2,698	23·1	2,966	23·0	3,004	21·8	3,251	23·2
Lower primary (A)	4,902	42·4	4,887	44·8	5,486	46·9	6,179	48·0	6,834	49·4	6,653	47·4
Lower primary (B)	296	2·6	178	1·6	251	2·1	334	2·6	233	1·7	215	1·5
Total	11,547	...	10,887	...	11,699	...	12,878	...	13,818	...	14,027	...

The number of pupils in the high stage has risen in the five years from 1,242 to 1,305, but the percentage of the total has fallen off from 10·8 to 9·3 per cent. The number of pupils in the middle stage has risen from 2,330 to 2,603, but the percentage of the total has fallen off from 20·2 to 18·6. The pupils in the upper primary stage have risen from 2,777 to 3,251, but their percentage has fallen off from 24 to 23·2. Pupils in the lower primary (A) have risen from 4,902 to 6,653 and their percentage has increased from 42·4 to 47·4. Pupils in the lower primary (B) stage have fallen off in number from 296 to 215 and their percentage has decreased from 2·6 to 1·5.

The table below gives the number of pupils in the high and middle stages only for each of the quinquennial years 1891-92, 1896-97, and 1901-1902. Progress is shown by the important reduction of the number of boys of a school-going age of whom one was in the high or middle stage in each year. It will be seen that these numbers have dropped in the last ten years from 424 to 361 for the high stage and from 194 to 181 for the middle stage:

Comparative statistics of pupils in secondary schools for boys, 1891-92, 1896-97, and 1901-1902.

TABLE LIV.—*Comparative Statistics of Pupils in Secondary Schools for Boys in High and Middle Stages.*

Province.	Number of pupils in several stages.						Number of boys of school-going age of whom one was in each stage.					
	1891-92.		1896-97.		1901-1902.		1891-92.		1896-97.		1901-1902.	
	High.	Middle.	High.	Middle.	High.	Middle.	High.	Middle.	High.	Middle.	High.	Middle.
1	2	3	4	5	6	7	8	9	10	11	12	13
Assam	990	2,163	1,242	2,330	1,305	2,603	424	194	338	180	361	1

Proportion of boys in secondary stages.

The table below eliminates the girls attending boys' schools and adds the number of boys in primary schools who are in secondary stages of instruction :

TABLE LV.—*Proportion of Boys in Secondary Stages.*

Province.	1891-92.		1896-97.		1901-1902.	
	Boys in high and middle stages.	Percentage of male population of school-going age.	Boys in high and middle stages.	Percentage of male population of school-going age.	Boys in high and middle stages.	Percentage of male population of school-going age.
1	2	3	4	5	6	7
Assam	3,160	·75	3,590	·85	3,908	·83

The proportion of the total number of boys in secondary stages of instruction increased from ·75 to ·85 per cent. of the estimated male population of school-going age in the earlier quinquennium, but fell again to ·83 per cent.

English secondary schools.

32. The table given below gives the statistics of all English schools according to management with the percentages of increase or decrease :

TABLE LVI.—*English Secondary Schools for Boys according to Management.*

—	1896-97.											
	Government.		Local and Municipal Boards.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
	2	3	4	5	6	7	8	9	10	11	12	13
Assam	13	2,275	...	...	...	...	56	4,359	18	1,932	87	8,562
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	...	...	...	...	...	...	...	...	...	...	...	...
1896-97, compared with 1891-92	...	+3	...	...	...	...	+55	+26	...	+6	+30	+14

—	1901-1902.											
	Government.		Local and Municipal Boards.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
	14	15	16	17	18	19	20	21	22	23	24	25
Assam	12	2,879	...	...	...	...	63	5,598	26	2,730	101	11,207
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	−7	+26	...	...	...	...	+12	+28	+44	+41	+16	+31

The total number of English schools has increased from 87 to 101 and in pupils by 2,645 from 8,562 to 11,207, or 31 per cent.

The next two tables distinguish the figures given in the preceding table for 1901-1902 into the separate figures for high and middle English schools respectively. The total number of high schools has increased by 2, or 10 per cent., an aided school having been established at Goalpara and two unaided schools at Gauripur (Dhubri) anp Baniyachong (Habiganj). One high school at Shella Punji was abolished in the period under review. The number of pupils has increased by 1,212, or 31 per cent.

The number of middle English schools has increased by 12, or 18 per cent., and the number of pupils by 1,433, or 31 per cent. The Government middle English schools have decreased by one, as the Government Middle English School at Goalpara has been converted to the middle Vernacular status. Aided middle English schools increased in number by 6 and in pupils by 858. Unaided middle English schools increased in number by 7 and in pupils by 638.

TABLE LVII.—*Secondary Schools for Boys (High Schools).*

Province—Assam.	Managed by the Department.		Managed by the Local and Municipal Boards.		Managed by Native States.		Aided institutions.		Unaided institutions.		Total.	
Year.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
1896-97 ...	10	2,030	...	...	...	...	5	847	6	1,054	21	3,931
1897-98 ...	10	1,984	...	...	...	...	5	788	6	951	21	3,723
1898-99 ...	10	2,255	...	...	...	...	5	833	5	935	20	4,023
1899-1900 ...	10	2,411	...	...	...	...	5	953	5	937	20	4,301
1900-1901 ...	10	2,582	...	...	...	...	5	1,056	8	1,269	23	4,90
1901-1902 ...	10	2,711	...	...	...	...	6	1,218	7	1,214	23	5,14
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	...	+34	...	...	...	...	+20	+44	+17	+15	+10	+31

TABLE LVIII.—*Secondary Schools for Boys (English Middle Schools).*

Province—Assam.	Managed by the Department.		Managed by Local or Municipal Funds.		Maintained by Native States.		Aided schools.		Unaided schools.		Total.	
Year.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
1896-97 ...	3	241	...	...	...	...	51	3,512	12	878	66	4,631
1897-98 ...	3	221	...	...	...	...	55	3,792	13	831	71	4,844
1898-99 ...	3	209	...	...	...	...	57	3,900	15	1,048	75	5,166
1899-1900 ...	3	179	...	...	...	...	56	4,104	23	1,633	82	5,916
1900-1901 ...	3	214	...	...	...	...	56	4,423	22	1,588	81	6,225
1901-1902 ...	2	168	...	...	...	...	57	4,380	19	1,516	78	6,064
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	—33	—30	...	...	...	...	+12	+25	+58	+73	+18	+31

The accompanying table gives the average number of scholars in English secondary schools according to management. In high schools the average strength has risen from 187 to 223 and in middle schools from 70 to 78 :

Average number of scholars in secondary English schools.

TABLE LIX.—*Average number of Scholars in Secondary English Schools*, 1901-1902.

Class of schools.	High schools.		Middle schools.	
	1896-97.	1901-1902.	1896-97.	1901-1902.
1	2	3	4	5
Departmental	203	271	80	84
Aided	169	203	69	77
Unaided	175	173	73	79

The accompanying table gives the percentage of daily attendance in all English schools according to management. It is to be regretted that they all show a falling-off, notably in the case of unaided schools:

Percentage of scholars in daily attendance.

TABLE LX.—*Attendance in English Secondary Schools (Percentage of Scholars in daily attendance).*

Class of schools.	1891-92.	1896-97.	1901-1902.
1	2	3	4
Departmental	82	81	81
Aided	80	78	77
Unaided	79	76	75

Teaching of English in secondary schools.

33. The table given below shows an increase of the proportion of pupils learning English from 74·9 (1891-92), 78·3 (1896-97) to 80·35 (1901-1902). The next table adds to English secondary schools the number of pupils learning English in vernacular and primary schools, from which we see that the number of boys of a school-going age of whom one was learning English has fallen in the five years under review from 58 to 48:

TABLE LXI.—*Teaching of English in English Secondary Schools for Boys.*

Year.	Total number of scholars in secondary schools, English.	Number of scholars learning English.	Percentage.
1	2	3	4
1896-97	8,562	6,700	78·3
1897-98	8,567	6,491	75·76
1898-99	9,189	6,949	75·62
1899-1900	10,217	7,768	76·03
1900-1901	11,132	8,578	77·05
1901-1902	11,207	9,005	80·35

TABLE LXII.—*Number of Pupils learning English in Secondary and Primary Schools for Boys.*

Province.	In English secondary schools.	In vernacular schools.	In primary schools.	Total.	Number of boys of school-going age of whom one was learning English.
1	2	3	4	5	6
Assam	9,005	13	756	9,774	48
For 1896-97 ...	6,700	...	531	7,231	58

34. The following table gives the statistics for vernacular secondary schools, and shows that they have fallen in numbers by 3 and in pupils by 165, or 6 per cent.:

Vernacular secondary schools.

TABLE LXIII.—*Vernacular Secondary Schools for Boys.*

	1896-97.												1901-1902.											
	Government.		Local and Municipal.		Native States.		Aided.		Unaided.		Total.		Government.		Local and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Assam	14	1,503	4	153	...	...	29	1,736	1	43	48	2,985	15	1,212	4	219	...	...	25	1,369	1	20	45	2,820
Percentage of increase or decrease, 1901-1902, compared with 1896-97 ...	...	...	...	...	...	...	...	...	...	...	...	...	+7	−19	...	+43	...	...	−14	−21	...	−53	−6	−6
1896-1897, compared with 1891-92 ...	...	+33	...	...	...	...	+7	+9	−50	−54	−11	+4	...	...	...	...	...	...	...	...	...	...	...	...

Matriculation Examination.

35. The following table gives the number of schools which sent up candidates and the number of candidates who passed the Entrance Examination for the three quinquennial years 1891-92, 1896-97, and 1901-1902. There is a substantial increase, both in schools and pupils, of 10 per cent. and 6 per cent., respectively :

TABLE LXIV.—*Statistics of Matriculation Examination.*

	1891-92.		1896-97.		1901-1902.		Remarks.
	Schools.	Passes.	Schools.	Passes.	Schools.	Passes.	
1	2	3	4	5	6	7	8
Assam	17	89	21	118	23	129*	* Includes one private student.
Percentage of increase, as compared with preceding year.	...	...	+23	+32	+10	+9	

The following table gives the results of the Entrance Examination according to the management of schools :

TABLE LXV.—*Results of Matriculation Examinations (boys only) according to Management of Schools.*

Province—Assam.	Under public management.				Aided.				Unaided.				Private students.			Total.			
	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1896-97 ...	10	96	78	81·2	5	50	26	52·0	6	27	14	51·9	6	...	...	21	179	118	65·9
1901-1902 ...	10	106	82	77·3	6	51	33	64·7	7	34	13	38·2	1	1	100	23	192	129	67·2

Out of a total number of 192 candidates, 129 passed, the average of success being 67·2, as compared with an average of 69·1 during the last five years and 66·6 for the whole period of ten years.

In schools under public management the average of success was 77·3, falling to 64·7 in aided and 38·2 in unaided schools.

Middle School Examinations.

36. The table below gives the result of Middle School Examinations in 1901-1902 according to the management :

TABLE LXVI.—*Results of Middle School Examination (boys only) according to Management.*

Province.	Under public management.				Aided.				Unaided.				Private students.			Total.			
	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Assam ...	18	95	78	82·1	68	283	262	92·6	10	19	17	89·4	34	13	38·2	96	431	370	85·8

The number of schools that sent up candidates was 96, whilst the total number of middle schools (English and Vernacular) in the same year was 123.

The number of candidates was 431 and average of success 85·8 per cent., as compared with 73·6 per cent. in 1896-97. For the Middle School Examination the number of competing schools has risen from 87 in 1896-97 to 96, and the number of successful candidates from 299 to 370. Aided schools achieved the best results, passing 262 out of 283, or 92·6 ; unaided schools come next with 17 out of 19, or 89·4 per cent., and schools under public management last with 78 out of 95, or 82·1 per cent.

37. The following table gives the expenditure on English secondary schools in the province according to sources for the quinquennial period 1897-98 to 1901-1902, with percentages of increase or decrease during the last two quinquennial periods:

TABLE LXVII.—*Expenditure for Secondary Schools for Boys (English).*

Province—Assam.	From Provincial Revenues.		From Local and Municipal Funds.	From fees.	From other sources.	From Native States revenue.	Total.	Percentage of increase or decrease.	
Year.	In schools under public management.	In aided schools.						1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
1896-97	25,750	6,265	20,184	84,727	26,571	...	1,63,497		
1897-98	26,751	6,549	22,117	80,901	28,790	...	1,65,108		
1898-99	21,946	6,257	22,960	87,450	27,235	...	1,65,848		
1899-1900	21,020	6,142	22,727	96,760	26,719	...	1,73,368	+15	+24
1900-1901	17,180	5,850	23,272	1,05,092	34,128	...	1,85,522		
1901-1902	14,924	6,064	22,737	1,11,410	31,450	1,820	1,88,405		
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	—42	—3	+12	+31	+18	...	+15	...	
Percentage of increase or decrease, 1896-97, compared with 1891-92.	—8	...	—7	+28	+43	...	+24	...	

Expenditure in English secondary schools.

The total expenditure has increased by Rs. 24,908, or 15 per cent., as compared with an increase of 24 per cent. in the quinquennium 1892-93—1896-97. As the number of pupils in the same period increased by 31 per cent., the cost of educating each pupil tends to decrease.

The expenditure from Provincial Revenues on schools under public management fell off by Rs. 10,826,—a decrease of 42 per cent., as compared with a decrease of 8 per cent., if 1896-97 is compared with 1891-92. The expenditure from Provincial Revenues on aided schools has fallen off by Rs. 201, a decrease of 3 per cent.

Consequently the whole expenditure from Provincial Revenues has fallen off by Rs. 11,027, or 34 per cent. The total expenditure from Local and Municipal Funds has increased by Rs. 2,553, or 12 per cent., as compared with a decrease of 7 per cent., if 1896-97 is compared with 1891-92. The expenditure from fees has increased by Rs. 26,663, or 31 per cent., as compared with an increase of 28 per cent., if 1896-97 is compared with 1891-92. The expenditure from other sources has increased by Rs. 4,879, or 18 per cent., as compared with an increase of 43 per cent., if 1896-97 is compared with 1891-92. A grant of Rs. 1,820 from a Native State appears for the first time in the Assam Provincial Accounts of the year under report. The total expenditure upon secondary schools has increased by Rs. 24,908, or 15 per cent., whilst pupils increased by 31 per cent.

Expenditure on Vernacular Secondary schools.

TABLE LXVIII.—*Expenditure on Secondary Schools for Boys (Vernacular).*

Year.	From Provincial Revenues.		From Local and Municipal Funds.	From fees.	From other sources.	Total.	Percentage of increase or decrease.	
	In schools under public management.	In aided schools.					1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1896-97	8,969	240	8,019	8,280	5,167	30,675		
1897-98	13,131	20	7,537	7,529	3,642	31,859		
1898-99	10,269	...	7,702	7,298	3,775	29,044		
1899-1900	10,103	...	6,905	7,177	4,460	28,645	- 2	+ 9
1900-1901	10,069	...	7,272	6,989	3,638	27,968		
1901-1902	10,925	...	7,501	7,294	4,128	29,848		
Percentage of increase or decrease, 1901-1902, compared with 1896-97 ...	+ 21	...	— 6	— 12	— 20	— 3	...	...
1896-97, compared with 1891-92	+ 6	...	+ 27	— 6	+ 15	+ 9	...	...

38. The total expenditure has fallen off by Rs. 827, or 3 per cent., as compared with an increase of 9 per cent. in the preceding period. The expenditure from Provincial Funds on vernacular secondary schools under public management has increased by Rs. 1,956, or 22 per cent., as compared with an increase of 5 per cent. in the preceding period. The expenditure from Local and Municipal Funds has fallen off by Rs. 518, or 6 per cent., as compared with an increase of 27 per cent. in the preceding period. The expenditure from fees has fallen off by Rs. 986, or 112 per cent., as compared with a decrease of 6 per cent. in the preceding period. The expenditure from other sources fell off by Rs. 1,039, or 20 per cent., as compared with an increase of 15 per cent. in the preceding period.

Analysis of the expenditure on secondary schools.

39. The tables given below give the average cost of secondary schools for boys and the cost of maintaining a pupil in each kind of school:

TABLE LXIX.—*Average Cost of a Secondary School for Boys,* 1896-97 *and* 1901-1902.

Province.	1896-97.			1901-1902.		
	English.		Vernacular.	English.		Vernacular.
	High.	Middle.		High.	Middle.	
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	4,783	955	639	4,813	996	663

TABLE LXX.—*Average Cost of a Pupil in Secondary Schools for Boys, 1896-97 and 1901-1902*

Province.	1896-97.			1901-1902.		
	English.		Vernacular.	English.		Vernacular.
	High.	Middle.		High.	Middle.	
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	25	14	10·3	21·5	12·8	10·5

TABLE LXXI.—*Percentage of Direct Expenditure from Public Funds on Secondary Schools for Boys, 1901-1902.*

Province.	Provincial Revenue.	Local Funds.	Municipal Funds.
1	2	3	4
Assam	38·0	15·1	6·8
For 1896-97	60·2	14·9	14·6

The table of the percentage of direct expenditure from public funds shows that the percentage from Provincial Revenues fell off from 60·2 to 38·0 per cent., from Municipal Funds from 14·6 to 6·8, and from Local Funds rose from 14·9 to 15·1, when the last years of the two quinquennial periods are compared. The percentage of the total cost from private sources for English secondary schools rose from 68 to 75 per cent., whilst for vernacular secondary schools it fell off from 43 to 38 per cent.—*see* tables given below:

TABLE LXXII.—*Percentage of Total Cost of English Secondary Schools provided from Private Sources.*

Province.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.
1	2	3	4	5	6	7
Assam	68	66	69	71	75	75

TABLE LXXIII.—*Percentage of total Cost of Vernacular Secondary Schools provided from Private Sources.*

Province.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1962.
1	2	3	4	5	6	7
Assam	43	35	38	40	38	38

Secondary education in Assam is mainly a preparation for the Matriculation Examination of the Calcutta University, and therefore—

(1) English,
(2) Mathematics,
(3) History and Geography,
(4) A Second Language,

are compulsory subjects, whereas drawing is an optional subject in high schools, and—

(1) Elementary Physics,

(2) A Sanitary Primer,

(3) Mensuration and Surveying,

are taught as optional subjects in middle schools.

Qualification of Teachers.

There is a special examination called the Teachers' Certificate Examination. No teacher in Government and aided schools is confirmed without passing this examination. There are two standards of examination, called the "Higher and Lower" standards.

Fees in secondary schools.

40. Fees in aided high schools are fixed in consultation with the Director of Public Instruction and sanctioned by the Chief Commissioner. Those in aided, middle, and upper primary schools are settled in consultation with the Deputy Inspectors of Schools and sanctioned by Chairmen of Local Boards.

Average incidence of fees.

The average rate of fees in all secondary schools in Assam has remained pretty much the same. If we consider secondary schools according to their management, the differences in the average rate of fees of the three classes of schools are also trifling. The table below shows the average incidence of fees for the quinquennial period 1897-98 to 1901-1902 according to management :

TABLE LXXIV.—*Average Incidence of Fees.*

Province.	1896-97.			1897-98.			1898-99.			1899-1900.			1900-1901.			1901-1902.		
	High schools.	Middle English schools.	Middle Vernacular schools.	High schools.	Middle English schools.	Middle Vernacular schools.	High schools.	Middle English schools.	Middle Vernacular schools.	High schools.	Middle English schools.	Middle Vernacular schools.	High schools.	Middle English schools.	Middle Vernacular schools.	High schools.	Middle English schools.	Middle Vernacular schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Assam	17·7	4·4	3·0	17·2	4·2	3·7	17·4	4·4	3·1	17·5	4·4	2·9	16·9	4·2	2·7	17·2	4·4	2·9
Management.																		
Government	20·1	5·0	3·9	18·9	4·4	3·8	18·9	4·5	3·7	18·6	4·2	3·1	18·8	4·1	3·2	18·9	4·0	3·3
Board	...	...	·6	...	...	1·4	...	...	·8	...	...	2·1	...	...	·9	...	...	1·6
Aided	16·9	4·9	2·7	17·0	4·6	3·4	16·6	4·8	3·0	16·8	4·7	2·6	15·1	4·6	2·6	15·1	4·8	2·4
Unaided	13·6	2·1	1·2	13·3	2·2	...	14·5	2·7	...	15·0	3·6	....	14·4	3·2	...	14·7	3·5	1·4

Scholarships in secondary schools.

41. The following table gives the expenditure on scholarships in secondary schools :

TABLE LXXV.—*Expenditure of Scholarships in Secondary Schools for Boys.*

—	Provincial Revenues.	Local Funds.	Municipal.	Other sources.	Total.	Percentage of total expenditure on scholarships.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	
In Bengal schools	888	...	...	...	888	...
In Assam schools	10,667	9,843	...	3,613	24,123	...
Total	11,555	9,843	...	3,613	25,011	42
Total for 1896-97	12,790	8,606	...	2,612	24,008	44
Percentage of increase or decrease ...	—9	+14	...	+38	+4	...

Lower primary, upper primary, middle vernacular, and middle English scholarships are held by pupils reading in secondary schools.

The Lower Primary scholarships are awarded on examinations held by Loca Boards or by Deputy Commissioners in hill districts. Every fifth year the examination is held departmentally. The examinations for the other scholarships are held under the orders of the Director of Public Instruction. During the last five years, total expenditure on scholarships was Rs. 25,011, against Rs. 24,008 in 1896-97, or an increase of 4 per cent. The number of successful candidates at the Middle Scholarship Examination was 103 from English schools and 264 from Vernacular schools, against 88 and 211, respectively, in 1896-97. The percentage of passes in middle scholarships improved from 73·6 per cent. in 1896-97 to 85·8 per cent. in 1901-1902.

TABLE LXXVI.—*Result of Middle Examinations.*

—	Number of competing schools.	Number of successful schools.	Number of candidates.		Number passed.		Percentage.
			English.	Vernacular.	English.	Vernacular.	
1	2	3	4	5	6	7	8
1896-97 ...	87	83	153	256	88	211	73·6
1901-1902 ...	96	94	167	264	103	267	85·8

The extension of secondary education and the withdrawal of Government in favour of private managers.

Secondary education has been extended in the five years under review by the opening of 7 new aided and 8 new unaided secondary institutions with 1,239 and 798 additional pupils, respectively. During the five years, no occasion arose for the department to withdraw from the direct management of secondary schools. Two unaided and one aided high schools have been started at Baniyachong, Gauripur, and Goalpara, respectively. No high school has been transferred from public to private management. The Government middle Vernacular schools were at work in backward localities, where people cannot afford to pay for education under the grant-in-aid system.

CHAPTER VI.

PRIMARY EDUCATION.

General statistics.

42. The table given below gives the comparative statistics of primary schools for boys for each of the three quinquennial years 1891-92, 1896-97, and 1901-1902. During ten years, the number of schools has increased from 2,217 to 2,776, or by 559, there being an increase of 26 per cent. in the earlier quinquennial period, but a falling-off of 4 per cent. in the later. The total number of pupils in them has increased from 64,502 to 83, 214, or by 18,712, the rate of increase being 27 per cent. in the earlier quinquennial period and 4 per cent. in the later:

TABLE LXXVII.—*Comparative Statistics of Primary Schools for Boys.*

Province.	1891-92.		1896-97.				1901-1902.			
					Percentage of increase or decrease.				Percentage of increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
Assam	2,217	64,502	2,787	79,955	+26	+24	2,776	83,214	—·4	+4

Number of pupils in primary schools for boys.

The following table gives the number of pupils in primary schools for each of the six years from 1896-97 to 1901-1902, with the figures for 1891-92 for comparison :

TABLE LXXVIII.—*Number of Pupils in Primary Schools for Boys.*

Province.	1891-92.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of increase or decrease. 1896-97, compared with 1891-92.	Percentage of increase or decrease. 1901-1902, compared with 1896-97.
1	2	3	4	5	6	7	8	9	10
Assam ...	64,502	79,955*	75,528	77,707	83,079	85,246†	83,214‡	+24	+4
Percentage of increase or decrease, compared with preceding year.	...	...	—5	+3	+7	+2	—2	...	...

* Includes Manipur (number of pupils 554). † Includes Manipur (number of pupils 1,176).
‡ Excludes Manipur under Government of India orders, as being independent of the Education Department.

Assam does not, as in the last quinquennial period, maintain an uninterrupted rate of progress, the falling-off of 5 per cent. in 1897-98 being due to the earthquake and the falling-off of 2 per cent. in 1901-1902 being due to the exclusion of the 1,176 pupils in Manipur primary schools, on the ground that they are directly managed by the State and independent of the Education Department.

Stages of primary instruction.

43. The accompanying table gives the number of pupils in each of the lower primary stages, together with the percentage of pupils in each stage to the total school-going population (estimated at 15 per cent. of the total male population). The total number of pupils in the upper primary stage has increased from 4,124 to 4,315, or by 4·6 per cent., whilst the proportion it bears to the whole has fallen from 4·7 to 4·6 per cent. The number of pupils in the lower primary (A) stage has increased from 70,419 to 78,964, or at the rate of 12·13 per cent., whilst the proportion it bears to the whole has risen from 80·1 to 84·6 per cent. The number of pupils in the lower primary (B) stage has fallen from 13,368 to 10,051, or by 33 per cent., whilst the proportion it bears to the whole has fallen from 15 to 11 per cent :

TABLE LXXIX.—*Purils in Primary Stages in all Boys' Schools, Secondary and Primary.*

Province—Assam.	Number of pupils in several stages. Upper primary.	Lower primary(A).	Lower primary(B).	Percentage of total male population of school-going age in each stage. Upper primary.	Lower primary(A).	Lower primary(B).
1	2	3	4	5	6	7
1891-92	3,443	56,989	11,215	·82	13·57	2·67
1896-97	4,124	70,419	13,368	·98	16·77	3·18
1897-98	3,754	66,847	12,638	·89	15·93	3·01
1898-99	3,921	69,505	12,711	·93	16·57	3·03
1899-1900	4,150	75,372	13,033	·99	17·96	3·10
1900-1901	4,110	80,013	11,192	·87	16·97	2·37
1901-1902	4,315	78,964	10,051	·95	17·53	2·20

(A) Reading printed books. | (B) Not reading printed books.

The following table classifies the pupils in primary stages according as they attend primary or secondary schools for the five years of the quinquennial period. The number of pupils in primary stages who attend secondary schools has increased from 7,975 to 10,119, though their proportion to the total has fallen from 13·6 to 10·9 per cent.

TABLE LXXX.—*Classification of all Pupils in Primary Stages in Boys' Schools.*

	In secondary schools.	In primary schools.	Total.	Percentage in secondary schools.	Percentage in primary schools.
1	2	3	4	5	6
1891-92	7,152	64,495	71,647	10·0	90·0
1896-97	7,975	79,936	87,911	13·6	86·4
1897-98	7,724	75,515	83,239	9·3	90·7
1898-99	8,435	77,702	86,137	9·8	90·2
1899-1900	9,479	83,076	92,555	10·2	89·8
1900-1901	10,071	85,244	95,315	10·6	89·4
1901-1902	10,119	83,211	93,330*	10·9	89·1

* Excludes Manipur.

The next table deducts the number of girls attending boys' schools, and adds the number of boys in girls' schools. We thus get the number of boys in primary stages for each year of the quinquennial period with the figures for 1896-97 and 1891-92 by way of comparison. The proportion of total boys in primary stages of instruction has increased in ten years from 16·43 to 19·69, but it has fallen off in the last quinquennial period since 1896-97, when it was 20·03. This is partly accounted for by the exclusion of Manipur from the returns for the reason mentioned before.

TABLE LXXXI.—*Comparative Statistics of Boys in Primary Stages.*

	Number of boys in primary stages.	Percentage of male population of school-going age.
1891-92	69,006	16·43
1896-97	84,052	20·03
1897-98	78,689	18·75
1898-99	81,750	19·48
1899-1900	87,757	20·91
1900-1901	90,300*	19·15
1901-1902	88,407†	17·49

* Includes Manipur. † Excludes Manipur.

Primary schools according to management.

44. The accompanying table gives the number of primary schools and their pupils, together with the percentages of increase and decrease. It has already been stated that the total number of schools fell off in the last five years by ·4 per cent., but there was an increase of 4 per cent. in the pupils. In the previous quinquennial period there was an increase of 26 per cent. in schools and 24 per cent. in pupils.

TABLE LXXXII.—*Primary Schools for Boys according to Management.*

Assam.	Government.		Local Board and Municipal.		Native States.		Aided.		Unaided.		Total.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1896-97 ...	17	342	1,125	28,901	8	554	1,445	44,376	192	5,782	2,787	79,955	
1897-98 ...	19	361	1,124	29,025	9	568	1,406	41,747	136	3,827	2,694	75,528	
1898-99 ...	21	423	1,117	30,440	11	809	1,391	42,077	142	3,958	2,682	77,707	
1899-1900 ...	24	566	1,114	31,731	13	891	1,403	43,658	212	6,233	2,766	83,079	
1900-1901 ...	23	472	1,133	32,904	14	1,154	1,444	45,340	171	5,376	2,785*	85,246*	* Includes Manipur.
1901-1902 ...	29	669	1,079	31,641	13	Not furnished.	1,452	44,420	216	6,484	2,776†	83,214†	† Excludes Manipur.
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	+70	+95	—4	+9	...	...	+·5	+·1	+12	+12	—·4	+4	
1896-97, compared with 1891-92.	—51	—44	—3	—10	...	...	+63	+60	+39	+39	+26	+24	

Going back for ten years, the number of Government schools has fallen off from 35 to 29, the rate of decrease being 51 per cent. in the earlier period, but there was an increase of 70 per cent. in the later period, as the number of schools in 1896-97 fell to as low as 17. The number of pupils in them has increased by 55, a decrease of 44 per cent. in the earlier period, but there was an increase of 95 per cent. in the later period, as the number of pupils in 1896-97 fell to as low as 342. In each period, schools have decreased more rapidly than pupils, indicating an increase in the average strength of each school. The number of Local Board schools has fallen off in ten years from 1,155 to 1,079, the rate of decrease being 4 per cent. in the later and 3 per cent. in the earlier period. The number of pupils has decreased from 32,057 to 31,641, the rate of increase in the later period being 9 per cent., but in the earlier there was a falling-off of 10 per cent. This class of schools now educates 38 per cent. of the total number of pupils in the primary schools of the province. The decrease in pupils in this class of schools in Assam recorded in the last quinquennial review continues. It is the declared policy of Government to transfer as many as possible of the primary schools maintained by Local Boards to the Aided List.

The returns from the Native State of Manipur have been omitted for the reason above stated, that the 13 primary schools at present existing in Manipur are independent of the Education Department.

The number of Aided schools has increased in ten years from 1889 to 1,452, the rate of increase being 63 per cent. in the earlier period and 5 per cent. in the later. The number of pupils in them has increased by 16,740, the rate of increase being 60 per cent. in the earlier period, but only 1 in the later, as the number of pupils in 1896-97 was 44,376. This class of schools now educates 53 per cent. of the total number of pupils in the primary schools, as against 55 per cent. in the previous five years.

The number of Unaided schools has increased in ten years from 138 to 216, the rate of increase being 39 per cent in the earlier period and 12 per cent. in the later. The number of pupils in these schools has increased in ten years from 4,151 to 6,484, the rate of increase being 39 per cent. in the earlier period and 12 per cent. in the later.

Average number of pupils in primary schools for boys according to management.

The following table gives the average strength of each class of primary schools according to management. During ten years, the average strength of a primary school has remained unaltered at 29 Government schools, showing an improvement from 17 to 23 :

TABLE LXXXIII.—*Average Number of Pupils in Primary Schools for Boys according to Management.*

Province—Assam.	Government.	Board.	Native States.	Aided.	Unaided.	Total.
1896-97	20	26	69	31	30	29
1897-98	19	25	63	29	28	28
1898-99	20	27	73	30	27	28
1899-1900	23	28	68	31	29	30
1900-1901	20	29	82	31	31	30
1901-1902	23	29	...	30	30	29
For 1891-92 ...	17	28	...	31	30	29

* The Departmental Primary schools are, in the Naga, Garo, and Lushai Hills, under the administration of the Deputy Commissioners and managed by the Department. The Board schools are of two kinds : (1) " Maintained " schools in backward tracts, which are entirely supported by fixed pay, and (2) " Combined " schools, which are supported by a small fixed grant supplemented by rewards earned under the system of payment by results.

Aided schools are of two classes : (1) Those under the management of mission bodies ; (2) those under private management, which are aided under the rules for payment by results. Those in the various hill tracts are aided from Provincial Revenues, and in the plains districts by Local Boards. The unaided schools are " adventure " schools, the teachers of which hope, in time, to receive aid from the public funds.

45. There are two separate examinations for scholarships, one for upper primary schools, which is managed departmentally, and the other for lower primary schools, which is conducted by the Local Boards in plains districts, or by the Deputy Commissioners in the hill districts. Every fifth year the examination is held departmentally. No school is allowed to send up pupils for scholarships of both grades, though pupils may appear at both examinations and obtain pass certificates. Pupils in the primary departments of secondary schools cannot obtain primary scholarships, but in some districts pupils of middle schools are allowed to compete for certificates. The Upper Primary Examination comprises the following subjects, in addition to Bengali or Assamese, and Arithmetic, which are compulsory :

Provincial standards of examination for primary schools.

(1) History of Bengal or Assam and Geography.
(2) Euclid, Book I, to proposition 16, inclusive, and Mensuration, Calculation of the area of Rectilineal figures.
(3) Sanitary Primer.

In the Khâsi and Jaintia Hills the examination in all the subjects, except Khasi, is held in English. In the Garo and Lushai Hills the Upper Primary course has not been introduced.

The Lower Primary standard comprises the following subjects, which are compulsory, and written in the local vernacular and in the hill languages in the hill districts :

(1) Handwriting, dictation, and easy questions in Grammar and explanation from the text-book.
(2) Arithmetic, written and mental.
(3) Zamindari or Mauzadari and *Mahajani* accounts, and Simple Mensuration after the native method.
(4) Sanitary Primer.

Primary examinations according to management of the schools.

The statistics of the Upper Primary Examinations are given below :

TABLE LXXXIV.—*Results of Upper Primary Examinations (boys only) according to Management.*

—	Under public management.				Aided.				Unaided.				Private students.			Total.			
	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1896-97 ...	5	9	7	73·3	84	271	173	63·8	1	2	2	100·0	4	2	50·0	90	286	184	64·3
1901-1902...	2	5	...	...	72	215	146	67·9	6	11	6	54·5	3	...	...	80	234*	152*	64·9

* Includes those who appeared from middle schools.
From middle schools 98 candidates competed, of whom 78 passed.

Comparing 1896-97 with 1901-1902, the total number of upper primary schools has fallen off from 90 to 80, and the total number of candidates from 286 to 234. The number of successful candidates is 152, against 184, but there has been a very slight improvement in the percentage of success from 64·3 to 64·9. By far the largest number of schools and pupils belongs to the Aided class. The number of these schools has fallen off from 84 to 72, the number of pupils from 271 to 215, and the number of passes from 173 to 146, but the percentage of success has improved from 63·8 to 67·9.

Lower Primary Examination.

Comparing the results of 1901-1902 with those of 1896-97, the number of schools competing at the Lower Primary Examination has risen from 1,073 to 1,196, the total number of candidates from 2,913 to 3,313, and the number of successful candidates from 1,819 to 2,003,

the percentage of success has fallen off from 62·4 to 60·4. The figures will be found in the table below :

TABLE LXXXV.—*Results of Lower Primary Examination.*

	Under public management.				Aided.				Unaided.				Private students.			Total.			
	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1896-97	474	1,186	701	59·2	581	1,648	1,064	64·6	18	75	53	70·7	4	1	25·0	1,073	2,913	1,819	62·4
1901-1902	541	1,518	774	50·9	622	1,689	1,163	68·8	33	106	66	62·2	...	...	...	1,196	3,313	2,003	60·4

School accommodation and hygiene.

46. A large percentage of the primary schools in Assam have no houses of their own, but are held in any place available,—in the verandahs of private houses, in the village "*Namghur*," in cutcherries, or anywhere,—in fact, that the requisite space is forthcoming. If there is a house for the *pathsala*, it is "*cutcha*," and supposed to be kept in repair by the villagers and *gurus*. Middle schools generally have a house of their own, but the pupils are often lamentably overcrowded in the larger schools, and the necessity of a proper number of cubic feet of air for each pupil is ignored.

Latrine accommodation, except in Government schools, is conspicuous by its absence.

Sufficient importance is not attributed to the suitability of the locality for the purposes of a school, and its surroundings are too often utterly unsuitable for sanitary and other reasons.

Employment of officers of the Education Department as post-masters.

47. There are 67 schoolmasters, to whom the Postal Department gives subsidiary employment in Assam. On the whole, I think, the combined system works well and is of mutual benefit to both departments. On my tours, I have not heard that their postal duties interfered with the educational efficiency of these schoolmasters.

Expenditure on primary schools for boys.

48. The accompanying table gives the expenditure on primary schools, according to sources, with percentages of increase or decrease :

TABLE LXXXVI.—*Expenditure on Primary Schools for Boys,* 1896-97 *and* 1901-1902.

Province.	1896-97.							
	Provincial Revenues.			Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.
	Under public management.	Aided.	Total.					
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	2,285	8,759	11,044	1,44,681	3,096	29,802	56,512	2,45,135
Percentage of increase, 1901-1902, compared with 1896-97.	...	...	...	...	...	...	...	...
1896-97, compared with 1891-92.	—5	+8	+5	+28	+51	+12	+93	+35

Province.	1901-1902.									
	Provincial Revenues.			Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	Percentage of increase or decrease.	
	Under public management.	Aided.	Total.						1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.
	10	11	12	13	14	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	4,765	8,880	13,645	1,52,460	3,800	30,935	61,723	2,62,563	+7	+35
Percentage of increase, 1901-1902, compared with 1896-97.	+108	+1	+23	+5	+22	+4	+9	+7	...	...

The total expenditure has increased by Rs. 17,428, or at the rate of 7 per cent., as compared with an increase of 35 per cent. in the preceding period. As the number of pupils increased by 4 and 24 per cent. in the corresponding periods, it is evident that the cost of each pupil is increasing at a diminished rate.

The expenditure on schools under public management from Provincial Revenues has increased from Rs. 2,285 to Rs. 4,765, an increase of Rs. 2,480, or 108 per cent., compared with a decrease of 5 per cent. in the preceding period. The expenditure on Aided schools from Provincial Revenues has increased by Rs. 121, or at the rate of 1 per cent., as compared with an increase of 8 per cent. in the preceding period. The total expenditure from Provincial Revenues has increased by Rs. 2,601, or 23 per cent., as compared with an increase of 5 per cent. in the preceding period. The expenditure from Local Board Funds has increased by Rs. 7,779, an increase of 5 per cent., as against an increase of 28 per cent. in the preceding period. The expenditure from Municipal Funds has increased by Rs. 704, an increase of 22 per cent., as against an increase of 51 per cent. in the preceding period. The expenditure from fees has increased by Rs. 1,133, an increase of 4 per cent., as compared with an increase of 12 per cent. in the preceding period. The expenditure from "Other sources" (mostly contributions from Missionary Societies) has increased by Rs. 5,211, an increase of 9 per cent., as compared with an increase of 93 per cent. in the preceding period. The increase, therefore, in the expenditure on primary schools comes from Local Funds, "Other sources," Provincial Revenues, and fees in the order named.

The next two tables show the average cost of a primary school for boys, and of a pupil in such school for each of the three quinquennial years 1891-92, 1896-97, and 1901-1902, together with a division of the cost between public and private funds. During the last ten years, the average cost of a primary school has risen from Rs. 82 to Rs. 94. The amount of the total borne by the public funds remained the same in the earlier period, and increased by Rs. 4 in the later, whilst the amount borne by private funds increased by Rs. 6 in the earlier and by Rs. 2 in the later period.

The average strength of each school has risen in ten years from 29 to 30, the increase having taken place in the later quinquennial period. The average cost of each pupil has risen in ten years from Rs. 2·8 to Rs. 3·3, the average cost being Rs. 3·1 in the later quinquennial period. The amount borne by the public funds rose to Rs. 2 in the earlier and to Rs. 2·1 in the later period. The amount borne by private funds rose in the earlier period to Rs. 1·1 and in the later period to Rs. 1·2.

TABLE LXXXVII.—*Average Cost of a Primary School for Boys.*

—Povince.	1891-92.			1896-97.			1901-1902.		
	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.
1	2	3	4	5	6	7	8	9	10
Assam	Rs. 57	Rs. 25	Rs. 82	Rs. 57	Rs. 31	Rs. 88	Rs. 61	Rs. 33	Rs. 94

TABLE LXXXVIII—*Average Cost of a Pupil in Primary School for Boys.*

Province.	1891-92.				1896-97.				1901-1902.			
	Average number of pupils in a school.	Cost of each pupil.			Average number of pupils in a school.	Cost of each pupil.			Average number of pupils in a school.	Cost of each pupil.		
		Public funds.	Private funds.	Total.		Public funds.	Private funds.	Total.		Public funds.	Private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
Assam ...	29	Rs. 1·9	Rs. ·9	Rs. 2·8	29	Rs. 2·0	Rs. 1·1	Rs. 3·1	30	Rs. 2·1	Rs. 1·2	Rs. 3·3

Percentage of direct expenditure from public funds in primary schools.

Comparing the percentages of direct expenditure from Provincial, Local, and Municipal Funds in 1896-97 and 1901-1902, respectively, as given in the table below, we find that the percentage from Provincial Revenues has risen from 17·3 to 21·1, that from Local Board Funds has fallen off slightly from 81·7 to 81·5, and that from Municipal Funds has also decreased from 76·5 to 73·4:

TABLE LXXXIX.—*Percentage of Direct Expenditure from Public Funds on Primary Schools.*

Province.	1896-97.			1901-1902.		
	Provincial Revenues.	Local Funds.	Municipal Funds.	Provincial Revenues.	Local Funds.	Municipal Funds.
Assam	17·3	81·7	76·5	21·1	81·5	73·4

The large increase in expenditure on primary schools from Local Funds and "Other sources" in the period under review is specially worthy of notice.

During the five years, the total expenditure from public funds on primary education increased from Rs. 1,58,821 to Rs. 1,69,905, or by 6·98 per cent., whilst pupils increased by 4 per cent.

Average fee expenditure per pupil.

49. When compared with 1896-97, the average fee expenditure in all schools under public management has risen slightly from Re. ·20 to Re. ·23, in aided schools from Re. ·42 to Re. ·49, and in unaided schools from Re. ·35 to Re. ·43. In Assam Local Boards are empowered to grant a special exemption from the payment of fees to the children of poor parents up to 25 per cent. of the roll number,—*see* accompanying statement.

TABLE XC.—*Average Fee Expenditure per Pupil in Primary Schools for Boys.*

Province—Assam.	Under public management.	Aided.	Unaided.	Native States.
	Rs.	Rs.	Rs.	
1896-97 ...	·20	·42	·35	.....
1901-1902 ...	·23	·49	·43	.....

During the last five years, the expenditure from fees increased by Rs. 1,133, or 4 per cent., and the number of pupils increased by the same percentage. So the average rate per pupil has not fallen, but slightly increased.

Expenditure on primary scholarships.

50. The table given below shows that the percentage of the total expenditure on scholarships has increased by Rs. 651, from Rs. 4,021 to Rs. 4,672, but the percentage of the total expenditure on primary scholarships has risen from 7 to 8 per cent. The expenditure from Provincial Funds was Rs. 974; there was no expenditure under this head in the previous quinquennial period. The expenditure from Local Funds has fallen off by Rs. 381, or 14 per cent. The expenditure from other sources has increased by Rs. 58, or 4 per cent.:

TABLE XCI.—*Expenditure on Scholarships in Primary Schools for Boys*, 1901-1902.

Province.	Provincial Revenues.	Local Funds.	Municipal Funds.	Other sources.	Total.	Percentage of total expenditure on scholarships.
	Rs.	Rs.		Rs.	Rs.	Rs.
Assam ...	974	2,342	...	1,356	4,672	8
For 1896-97 ...	...	2,723	...	1,298	4,021	7
Percentage of increase or decrease.	...	—14	...	+4	+16	...

Primary classes of secondary schools.

51. The accompanying table has been drawn up in accordance with the orders conveyed in the Government of India's letter No. 562, dated the 30th November 1901, that the primary classes and departments of secondary schools should be shown under the head of Primary Education, and that the cost of instruction of such classes and

departments should be calculated on the principles now obtaining in Madras, in which province it is customary to take the average attendance of pupils as the basis of distribution in respect of expenditure on furniture, appliances, contingencies, and other items, which are common to the several departments, and to distribute the salaries of the teachers in proportion to the time spent by them in each department. The cost of the primary classes in the secondary schools in Assam is Rs. 1,03,150.

TABLE XCII.—*Statistics of Primary Classes in Secondary Schools.*

Class of schools according to management.	Number of institutions.	Number of scholars on the rolls on 31st March.		Average number on the rolls monthly during the year.		Average daily attendance.	
		Secondary stage.	Primary stage.	Secondary stage.	Primary stage.	Secondary stage.	Primary stage.
1	2	3	4	5	6	7	8
Secondary schools, English.							
Government ...	12	1,363	1,516	1,394	1,420	1,095	1,194
Local and Municipal ...	...	...	...	...	...	...	...
Aided	63	1,283	4,315	1,228	4,079	998	3,096
Unaided	27	778	2,087	714	1,987	585	1,440
Total	102	3,424	7,918	3,336	7,486	2,678	5,730
Secondary schools, Vernacular.							
Government ...	15	248	964	219	893	174	716
Local and Municipal ...	4	18	201	12	183	10	132
Aided	28	232	1,269	207	1,244	171	913
Unaided	2	4	57	9	70	6	48
Total	49	502	2,491	447	2,390	361	1,809
Grand total	151	3,926	10,409	3,783	9,876	3,039	7,539

Direct Expenditure on Primary Classes in Secondary Schools.

Class of schools according to management.	Expenditure.									
	Direct.									
	Provincial Revenues.		Local and Municipal Funds.		Fees.		Other sources.		Total.	
	Secondary.	Primary.	Secondary.	Primary.	Secondary.	Primary.	Secondary.	Primary.	Secondary.	Primary.
	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary schools, English.										
Government ...	12,562	2,362	...	...	34,376	17,243	519	166	47,457	19,771
Local and Municipal	...	...	...	...	...	...	...	...	...	...
Aided	4,545	1,519	9,549	12,828	19,702	17,986	6,718	10,162	40,514	42,495
Unaided ...	...	...	...	...	12,708	9,484	10,158	6,765	22,866	16,249
Total	17,107	3,881	9,549	12,828	66,786	44,713	17,395	17,093	1,10,837	78,515
Secondary schools, vernacular.										
Government ...	4,326	6,599	...	...	1,155	2,542	...	...	5,481	9,141
Local and Municipal	...	...	319	1,497	32	290	...	...	351	1,787
Aided	...	...	2,475	4,663	1,180	2,080	1,524	2,901	5,179	9,644
Unaided ...	...	...	...	...	24	139	7	268	31	407
Total	4,326	6,599	2,794	6,160	2,391	5,051	1,531	3,169	11,042	20,979
Grand Total ...	21,433	10,480	12,343	18,988	69,177	49,764	18,926	20,262	1,21,879	99,494

Indirect Expenditure on Primary Classes in Secondary Schools.

Class of schools according to management.	Expenditure—*contd.*										
	Indirect (furniture and contingencies).										Total.
	Provincial Revenues.		Local and Municipal funds.		Fees.		Other sources.		Total.		
	Secondary.	Primary.	Secondary.	Primary.	Secondary.	Primary.	Secondary.	Primary.	Secondary.	Primary.	
	19	20	21	22	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary schools, English. — Government ...	756	1,350	...	...	187	230	153	20	1,096	1,600	69,924
Local and Municipal ...	...	...	...	...	...	...	...	...	...	...	...
Aided	573	471	190	380	64	68	102	234	929	1,133	85,071
Unaided ...	...	...	...	...	...	48	460	563	460	611	40,186
Total	1,329	1,821	190	380	251	346	715	797	2,485	3,344	1,95,181
Secondary schools. Vernacular. — Government ...	160	142	...	...	5	6	...	...	165	148	14,935
Local and Municipal ...	...	...	...	...	...	...	20	...	20	...	2,158
Aided	...	...	...	...	...	...	81	82	81	82	14,986
Unaided	...	...	...	...	...	...	46	82	46	82	556
Total	160	142	...	...	5	6	147	164	312	312	32,645
Grand total ...	1,489	1,963	190	380	256	352	862	961	2,797	3,656	2,27,826

Average Cost of educating each Pupil in the Secondary and Primary Stages of Instruction in Secondary Schools according to Management.

Class of schools according to management.	To Government.		To Public.		Total.
	Secondary.	Primary.	Secondary.	Primary.	
	27	28	29	30	31
Secondary schools, English. — Government	9·5	2·6	25·3	12·4	24·8
Local and Municipal	...	...	...	...	...
Aided	12·1	3·7	21·6	6·9	15·9
Unaided	...	...	32·7	8·5	14·8
Total	8·4	2·6	25·6	8·4	18·0
Secondary schools, Vernacular. — Government	20·4	7·6	5·3	2·8	13·4
Local and Municipal	26·6	8·1	4·3	1·0	11·1
Aided	11·9	3·7	13·4	4·0	10·3
Unaided	...	...	8·6	6·9	7·1
Total	16·4	5·4	9·1	3·5	11·5
Grand total	9·4	3·2	23·6	7·2	16·7

This amount should, therefore, be deducted from the cost of secondary schools, and added to the cost of primary schools. The accompanying table shows the changes in the average cost of educating each pupil, which will be brought about by adopting this change of classification. The average cost of educating a pupil in the secondary stages of a secondary school, including both direct and indirect expenditure, is Rs. 32·9, and the average cost of educating a pupil in the primary stages of a secondary school is Rs. 10·4. Taking the primary stages in primary and secondary schools together, the average cost of educating a pupil is Rs. 3·9.

TABLE XCIII.—*Cost of educating each Pupil in Primary Stages in Secondary and Primary Schools.*

	Direct.	Indirect.	Total.
1	2	3	4
In Secondary Schools.			
Secondary and primary stages taken together ...	16·2	...	16·2
In Primary Schools.			
Primary stage	3·4	...	3·4
Secondary schools — Secondary stage ...	32·2	·7	16·7 — 32·9
Secondary schools — Primary stage	10·1	·3	16·7 — 10·4
Secondary and primary schools together — Primary stage	3·7	·2	3·9

CHAPTER VII.

TRAINING SCHOOLS.

Training schools and classes.

52. The table given below gives the number of training schools for masters and of the pupils in them according to management :

TABLE XCIV.—*Training Schools and Classes.*

Province—Assam.	Managed by Government.		Managed by Local and Municipal Boards.		Aided.		Unaided.		Total.	
Year.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
1896-97 ...	25	266	...	...	2	81	2	17	29	364
1897-98 ...	23	218	...	...	2	69	3	62	28	349
1898-99 ...	20	205	...	...	2	113	4	57	26	375
1899-1900 ...	18	199	...	...	2	161	1	13	21	373
1900-1901 ...	18	180	...	...	3	183	1	17	22	380
1901-1902 ...	18	192	...	...	3	212	1	16	22	420

In 1896-97, there were 6 training schools at Gauhati, Shillong, Haflong (Cachar), Tezpur, Sibsagar, and Dibrugarh managed by Government and 19 training classes for *gurus* in primary schools. The number of Government training schools has remained the same, but since 1896-97 seven of these *guru*-training classes have ceased to exist, and there are now only twelve in existence. Aided training schools have increased from two to three ; the one additional aided training school has been started by the American Baptist Mission at Kohima. The American Baptist Mission also have an unaided training school at Gauhati. Altogether the training schools have fallen off in number by 7, but the pupils have increased by 56.

The training school at Gauhati has a three years' course and trains head pandits of middle schools, those who do not go through the full course being qualified as second or

third pandits of middle schools or head pandits of upper primary schools. The Shillong School prepares teachers for middle and upper primary schools in English, the students reading with the high school boys in the first four classes, whilst the Art of Teaching, both Theoretical and Practical, and Sanitary Science, are taught separately. The course in the *guru*-training schools and classes lasts two years.

There are in addition two Assam students reading in the Dacca Training School on stipends of Rs. 5 a month each. There is now no training school for mistresses, as the one which used to be kept up at Tura, Garo Hills, has ceased to exist.

Expenditure on training schools for masters.

53. The following table gives the expenditure on training schools for masters according to sources:

TABLE XCV.—*Expenditure on Training Schools for Masters from* 1896-97 *to* 1901-1902.

Year.	From Provincial Revenue.		From Local and Municipal Funds.	From other sources.	Total.
	In schools under public management.	In aided schools.			
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
1896-97	12,475	1,036	5,776	2,696	21,983
1897-98	12,798	1,140	4,770	4,235	22,943
1898-99	12,352	1,156	4,984	2,822	21,314
1899-1900	12,342	1,000	4,887	3,085	21,314
1900-1901	12,188	1,323	4,153	4,228	21,892
1901-1902	12,752	1,245	4,280	3,823	22,010

Going back for ten years, the total expenditure from Provincial Revenues on training schools for masters has increased from Rs. 12,172 to Rs. 13,997, or 15 per cent., the rate of increase being 11 per cent. in the earlier period and 3 per cent. in the later.

The cost of educating each pupil at Gauhati was Rs. 126-2-6, against Rs. 101-5-1 in 1896-97, and at Shillong Rs. 195-15-3, against Rs. 199 in 1896-97.

Results of Vernacular Mastership Certificate Examination.

54. Three classes of certificate are given: for English masters, Vernacular masters, and for *gurus*. The results of the Vernacular Mastership Examination are given in the accompanying table.

TABLE XCVI.—*Results of Master's Certificate Examination.*

	Name of school.	Vernacular school master's certificate.												Total number passed.	Total number passed in 1896-97.	Total number passed in 1900-1901.
		First grade.				Second grade.				Third grade.						
		Number of candidates.	Number passed.			Number of candidates.	Number passed.			Number of candidates.	Number passed.					
			High.	Medium.	Low.		High.	Medium.	Low.		High.	Medium.	Low.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Kamrup ...	Gauhati ...	14	...	5	4	9	...	4	1	5	...	3	...	17	17	26
Khasi and Jaintia Hills.	Shillong ...	2	...	...	...	2	...	1	...	10	1	5	...	7	1	7

The Shillong Training School sent up two candidates for the English Mastership Examination, but they both failed. For the Vernacular Mastership Examination, out of 42 candidates, 24 passed, of whom 17 came from Gauhati and 7 from Shillong, and 56 out of 79 obtained the *guru* or Third-grade Mastership Certificate, of whom 16 came from Gauhati.

Guru Class Examinations.

Out of 46 candidates for the *Guru* Class First Year Test Examination, 14 passed Three candidates competed from the Gauhati Training School and all passed.

Teachers' Certificate Examination.

Two teachers appeared at the examination in English, and both of them passed; 11 in Arithmetic, of whom ten passed; and 12 in Art of Teaching, of whom 7 passed.

Classification of pupils according to race or creed.

55. The following table classes the pupils of the training schools according to race or creed:

TABLE XCVII.—*Classification of Pupils according to Race or Creed.*

Race or creed.	Number of students.
European and Eurasian	1
Native Christian	199
Hindus	131
Muhammadans	5
Hill tribes and others	84

There were 420 pupils altogether in the training schools and classes, of whom 155 read English, 361 vernacular, and 28 classical language. There are 26 female pupils, 22 at the Garo Hills Training School and 4 at the Naga Hills Training School, under missionary management.

CHAPTER VIII.

TECHNICAL EDUCATION.

Comparative statistics of technical institutions.

56. The accompanying table gives the statistics of technical education in Assam. It is distinctly indicative of decline. The one Engineering and Surveying School is the Williamson Artizan School at Dibrugarh, which is divided into an engineering section with five pupils and a mechanical apprentice section with 2 pupils.

TABLE XCVIII.—*Comparative Statistics of Technical Institutions.*

Province.	1891-92.				1896-97.				1901-1902.			
	Engineering and Surveying schools.		Industrial schools.		Engineering and Surveying schools.		Industrial schools.		Engineering and Surveying schools.		Industrial schools.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
Assam	1	4	1	6	1	14	1	2	1	7	1	1

The industrial school mentioned is the Railway Workshops of the Tezpur-Balipara Tramway. In addition to these schools, there are three engineering scholars at the Sibpur Engineering College and 7 mechanical scholars in the Sibpur Apprentice Class. These students enjoy their stipends from Provincial Funds.

The table given below shows the expenditure on technical schools. I follow Mr. Cotton in including "Other schools" in this table, though they are excluded from the first table, which gives the statistics of technical education properly so called. These include 11 *tols* and Madrasas or *maktabs* (8 in Sylhet, 2 in Kamrup, and 1 in Darrang),

which are distinguished from those included in the chapters on private institutions by receiving grants-in-aid from public funds, instead of being merely paid by results.

TABLE XCIX.—*Expenditure on Technical Institutions according to Sources*, 1901-1902.

Province.	Engineering and Surveying schools.			Industrial schools.			Other schools.		
	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.
1	2	3	4	5	6	7	8	9	10
		Rs.	Rs.				Rs.	Rs.	Rs.
Assam	...	3,175	3,175	...	...	...	2,403	3,753	6,156
Total for 1896-97	...	3,036*	3,036	...	...	...	2,906	4,214	7,120
Percentage of increase or decrease.	...	+4	+4	...	...	...	—17	—10	—13

* Was formerly shown under Industrial.

Expenditure on Technical Institutions, 1901-1902, according to sources.

57. The expenditure on engineering and surveying schools from public funds was nil; that from private funds (the Williamson Trust) increased by Rs. 139, or 4 per cent. The expenditure on the Balipara-Tezpur Tramway Industrial School is very small, and is included under scholarships. The expenditure on "Other schools" fell off by Rs. 964, or 13 per cent. There was a decrease in expenditure from public funds (mostly grants-in-aid from municipalities) of Rs. 503, or 17 per cent., and from private sources (mostly subscriptions) of Rs. 461, or 10 per cent.

Expenditure on scholarships in special schools (other than training).

58. The expenditure on scholarships in special schools (including medical schools, but excluding stipends in training institutions) fell off by Rs. 415, or 9 per cent., and the percentage of the amount spent on scholarships in special schools to the total amount spent on scholarships also fell off from 8 to 6 per cent. The decrease in expenditure was mostly from Provincial Funds, being Rs. 727, or 19 per cent.; the expenditure from Local Funds also fell off by Rs. 260, or 54 per cent.

TABLE C.—*Expenditure on Scholarships in Special Schools (other than Training).*

	From Provincial Funds.	Local Funds.	Municipal Funds.	Other sources.	Total.	Percentage of expenditure on scholarships.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1901-1902	3,059	220	...	572	3,851	6
For 1896-97	3,786	480	...	...	4,266	8
Percentage of increase or decrease.	—19	—54	...	...	—9	...

59. The accompanying table shows the examination results of the Williamson School. Pupils who pass the third-year examination obtain employment as Sub-Overseers, Public Works Department.

Result of the Sub-Overseer Examination, Williamson Artizan School.

TABLE CI.—*Result of the Sub-Overseer Examination, Dibrugarh Artizan School.*

Year.	First year.		Second year.		Third year.	
	Competing candidates.	Successful candidates.	Competing candidates.	Successful candidates.	Competing candidates.	Successful candidates.
1	2	3	4	5	6	7
1897	2	2	1	...	2	2
1898	2	2	3	3	...	...
1899	3	3	2	2	3	3
1900	2	1	3	3	2	2
1901	3	3	1	1	3	3
1902	2	2	3	2	...	...

60. The law classes of Assam, as shown in the annexed table, are attached to High Schools, and prepare candidates for the Pleadership Examination. They are without exception in a bad state, the total number of pupils since 1896-97 has fallen off by 13, and the proportion of passes to the number sent up for examination is disgracefully low. These classes are entirely paid for from fees.

Statistics of law classes.

TABLE CII.—*Statistics of Law Classes in Assam—Attendance in Law Classes.*

1896-97.		1901-1902.	
Classes.	Pupils.	Classes.	Pupils.
3	47	4	34

TABLE CIII.—*Examination and Expenditure of Law Classes.*

Name of class.	Number of pupils.	Number sent up for Pleadership Examination.	Number passed in the Pleadership Examination.	Percentage of successful candidates on candidates sent up.	Total Expenditure from fees.	Cost of educating each pupil.
1	2	3	4	5	6	7
					Rs.	Rs. a. p.
Silchar	18	6	1	11·7	560	46 10 8
Sylhet	11	42	4		795	56 14 0
Gauhati	3	...	...		150	50 0 0
Sibsagar	2	3	1		170	42 8 0
Total	34	51	6	...	1,675	50 12 1

61. The Berry-White Medical School at Dibrugarh was opened in June 1900. The total amount of the legacy was Rs. 44,966-10-3. Of this, the amount spent for buildings, etc., up to the 31st March 1901, was Rs. 40,008-12-10. In the same year the Principal Medical Officer expended from the legacy for books, models and appliances Rs. 2,988-2-7. Thus the total expenditure from the legacy up to the 31st March 1901 was Rs. 42,997-11-5, leaving a balance of Rs. 1,968-14-10. In 1900-1901, the expenditure from Provincial revenues was Rs. 10,623-11-7. In the year 1901-1902, the expenditure from the bequest

Expenditure on Medical institutions.

was Rs. 1,642-1, and from public funds Rs. 13,297. These amounts are exclusive of an expenditure from public funds for scholarships of Rs. 144 in 1900-1901, and Rs. 312 in 1901-1902. Average cost to Government of educating each pupil—

	Rs.	a.	p.
1901-1902	188	7	4
1900-1901	88	7	6

The discrepancy is accounted for by the larger proportion of the expenditure borne in 1901-1902 from the Berry-White bequest.

TABLE CIV.—*Expenditure on Medical Institutions.*

Province.	1891-92.				1896-97.				1901-1902.			
	Provincial Revenues.	Local and Municipal Funds.	Fees.	Total.	Provincial Revenues.	Local and Municipal Funds.	Fees.	Total.	Provincial Revenues.	Private funds.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
									Rs.	Rs.	Rs.	Rs.
Assam ...	...	...	...	...	...	...	...	...	13,297	1,642	2,677	17,616

The school now includes 70 students, and out of 51 students of the first year, 40 were promoted to the second year. In addition to the Berry-White Medical School, there are 5 Assam medical scholars reading at the Dacca Medical School, and one Khasi girl is reading at the Campbell Medical School with a scholarship.

Preparatory Technical Education.

What is called Preparatory Technical Education in Assam embraces Drawing and the teaching of a Science Primer in high schools, the teaching of Elementary Physics, Sanitation, Mensuration, and Surveying as optional subjects in middle schools, and of a Sanitary Primer, Simple Mensuration, and Accounts according to native methods in primary schools.

CHAPTER IX.

FEMALE EDUCATION.

Number of girls in public institutions.

62. The accompanying table shows that the number of girls in all public institutions has increased by 3,277. The rate of increase was 61 per cent. in the earlier quinquennial period, but only 1·6 in the later. The falling-off of 7 per cent. in 1897-98 was due to the earthquake, and that of 3 per cent. in 1901-1902 to the exclusion of Manipur from the returns for reasons which have been formerly mentioned.

TABLE CV.—*Number of Girls in Public Institutions.*

—	1891-92.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of increase or decrease.	
								1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.
1	2	3	4	5	6	7	8	9	10
Assam	5,136	8,276	7,676	7,823	8,542	8,712	8,413	+ 61	+ 1·6
Percentage of increase, as compared with preceding year.	...	+ 61	— 7	+ 1	+ 9	+ 2	— 3	...	...

Proportion of girls in public institutions to the total female population of school-going age.

The next table gives the proportion of girls in public institutions to the total female population of school-going age estimated at 15 per cent. of the total female population. Mr. Cotton points out that in a country where most girls are married so young, this proportion is even more arbitrary than in the case of boys. The percentage of girls under instruction to the number of girls of a school-

going age has risen in ten years from 1·29 to 1·97, but the last quinquennial period shows a decline, as the percentage was 2·09 in 1896-97.

TABLE CVI.—*Proportion of Girls in Public Institutions.*

	1891-92.		1896-97.		1901-1902.	
	Total.	Percentage of school-going age.	Total.	Percentage of school-going age.	Total.	Percentage of school-going age.
1	2	3	4	5	6	7
Assam	5,136	1·29	8,276	2·09	8,413	1·97

Classification of pupils in girls' schools and of girls under instruction, 1901-1902.

The next table classifies all the pupils in public institutions for girls and all the girls under instruction in both public and private institutions, together with the totals for 1896-97.

TABLE CVII.—*Classification of Pupils in Girls' Schools and of Girls under instruction,* 1901-1902.

	In public institutions for girls.			In public institutions for boys.		Total girls in public institutions.	Total girls in private institutions.	Total girls under instruction.	Percentage of school-going age.
	Total pupils.	Boys.	Girls.	Girls.	Percentage of total girls.				
1	2	3	4	5	6	7	8	9	10
Assam	3,814	347	3,467	4,946	58	8,413	83	8,496	1·99
For 1896-97	4,424	322	4,102	4,174	50	8,276	117	8,393	2·12
Percentage of increase or decrease.	— 13	+ 8	— 15	+ 18	...	+ 1	— 29	+ 1	...

The total number of girls under instruction has increased by 103, but the percentage of girls under instruction in all institutions to the total number of girls of a school-going age has fallen off from 2·12 to 1·99 per cent. It is noticeable that of the 3,008 girls in girls' lower primary schools in Assam, 1,706 are in Sylhet and 304 in the Khasi and Jaintia Hills. This is because of the special efforts of the Sylhet Union in the former and of the Welsh Calvinistic Mission in the latter district for the improvement of female education.

Distribution of pupils in girls' schools according to race and creed.

63. The accompanying table distributes the pupils in girls' schools according to race and creed for the three quinquennial years 1891-92, 1896-97, and 1901-1902:

TABLE CVIII.—*Pupils in Secondary and Primary Schools for Girls according to Race and Religion.*

Race or religion.	1891-92.						1896-97.					
	Secondary, English.		Secondary, Vernacular.		Primary.		Secondary, English.		Secondary, Vernacular.		Primary.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13
Hindus	...	...	44	9·7	1,656	68·7	...	...	71	93·4	2,723	63·1
Muhammadans ...	...	...	4	8·3	358	14·8	...	...	3	4·0	721	16·8
Native Christians ...	...	...	...	...	227	9·4	...	...	...	...	527	12·2
Europeans and Eurasians ...	...	...	...	...	2	·1	...	...	...	...	1	·02
Others (Brahmos, etc.) ...	...	...	...	...	168	7·0	...	...	2	2·6	340	7·9
Total	...	...	48	...	2,411	...	...	...	76	...	4,312	...

TABLE CVIII.—*Pupils in Secondary and Primary Schools for Girls according to Race and Religions*—continued.

Race or religion.	1901-1902.						Percentage of total number of girls at school.
	Secondary, English.		Secondary, Vernacular.		Primary.		
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	
	14	15	16	17	18	19	20
Hindus	...	...	147*	85·0	2,344†	66·8	29·3
Muhammadans	...	...	18	10·4	554	15·8	6·7
Native Christians	114	84·4	4	2·3	462	13·2	6·7
Europeans and Eurasians	...	...	...	...	10	·3	
Others (Brahmos, etc.)	21	15·6	4	2·3	136	3·9	1·9
Total	135	...	173	...	3,506	...	...

* Brahmins ... ... 37 | † Brahmins 311
Non-Brahmins ... ... 110 | Non-Brahmins 2,033

In secondary English schools Native Christians are in a large majority forming 84·4 per cent. of the whole, and "Others" (including Brahmos) 15·6 per cent. In secondary vernacular schools the Hindu girls are in the majority forming 85 per cent., and Muhammadans come next with 10·4 per cent. In primary schools Hindus are 66·8 per cent., Muhammadans 15·8 per cent., and Native Christians 13·2 per cent. It is noticeable that till the present quinquennium, there were no Native Christians in the secondary English or secondary Vernacular stages.

Girls in secondary and primary schools for Indians according to stages of instruction.

64. The total number of girls in all stages of instruction has increased by 134, or 1·6 per cent., as shown by the annexed table :

TABLE CIX.—*Girls in Secondary and Primary Schools for Indians according to Stages of Instruction.*

	High.	Middle.	Upper primary.	Lower primary (A).	Lower Primary (B).	Total.
1	2	3	4	5	6	7
Assam	2	20	106	7,360	894	8,382
For 1896-97	3	9	71	6,714	1,451	8,248
Percentage of increase or decrease.	−33	+122	+49	+9·5	−39	+1·6

The number of girls in the high stage has fallen from 3 to 2, that of girls in the middle stage increased from 9 to 20, and that of girls in the upper primary stage from 71 to 106. It is only in the last two stages of instruction that girls become fairly numerous. In the lower primary (A) stage they have increased by 646, or 9·5 per cent., but in lower primary (B) stage they have fallen off by 557, or 39 per cent.

Girls in colleges and special schools.

65. The following table gives the number of female students in colleges and special schools in 1901-1902 with the corresponding total for 1896-97 :

TABLE CX.—*Girls in Colleges and Special Schools*, 1901-1902.

Province.	Arts colleges.	Professional colleges.	Training schools.	Arts schools.	Medical schools.	Other special schools.
1	2	3	4	5	6	7
Assam	...	...	26	...	...	...
For 1896-97	...	...	18	...	...	10

The number under instruction in training schools has increased from 18 to 26, but, on the other hand, the number in other special schools has fallen off from 10 to nothing. One Khasi girl is reading with a scholarship at the Campbell Medical School, Calcutta.

66. The table below gives the statistics of secondary schools for girls, English and Vernacular, according to management for the two years 1896-97 and 1901-1902 :

Secondary schools for girls, English and Vernacular.

TABLE CXI.—*Secondary Schools for Girls, English and Vernacular.*

	1896-97.											
	Government.		Local and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
English	...	...	...	...	...	...	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...	2	76	...	...	2	76
Total	...	...	...	...	...	...	2	76	...	...	2	76

	1901-1902.												Percentage of increase or decrease, 1901-1902, compared with 1896-97.	
	Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
	14	15	16	17	18	19	20	21	22	23	24	25	26	27
English	...	...	...	...	...	...	...	...	1	135	1	135	...	...
Vernacular	...	...	...	...	...	...	3	132	1	41	4	173	+100	+127
Total	...	...	...	...	...	...	3	132	2	176	5	308	+150	+306

One unaided English secondary school for girls with 135 pupils is returned in 1901-1902. In 1896-97 there were two vernacular secondary schools for girls with 76 pupils, in 1901-1902 there were three with 132 pupils, and one unaided institution with 41.

The accompanying table gives the total number of pupils in secondary schools for girls according to the stages of instruction for the three quinquennial years 1891-92, 1896-97, and 1901-1902 :

Pupils in secondary schools for girls according to stages of instruction.

TABLE CXII.—*Pupils in Secondary Schools for Girls according to Stages of Instruction.*

	1891-92.		1896-97.		1901-1902.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
1	2	3	4	5	6	7
High	...	...	...	...	2	·7
Middle	...	...	1	1·3	15	·8
Upper Primary	4	8·3	3	3·9	49	15·9
Lower „	44	91·7	72	94·8	242	78·6
Total	48	100	76	100	308	100

The number of girls in the high and middle stages of instruction is so small that it may be neglected, but it is hopeful that the girls in the upper primary stage have increased in number in the ten years from 4 to 49, and that the percentage of the total has increased from 8·3 to 15·9. This increase has been fairly well maintained throughout the whole period of ten years. Similarly, girls in the lower primary stage have increased in number from 44 to 242, but the percentage of the total number has fallen off from 91·7 to 78·6.

In 1901-1902, one girl passed the Entrance Examination, 8 girls passed the Middle, 8 the Upper Primary, and 84 the Lower Primary Scholarship Examinations.

Primary schools for girls, 1896-97 and 1901-1902.

67. The next table gives the statistics of primary schools for girls according to management for 1896-97 and 1901-1902:

TABLE CXIII.—*Primary Schools for Girls, 1896-97 and 1901-1902.*

—	Government.		District and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
1896-97	...	...	195	2,857	....	...	33	931	31	524	259	4,312
1901-1902	1*	10	151	12,319	...	...	30	750	19	427	201	3,506
Percentage of increase or decrease, 1901-1902, compared with 1896-97	...	...	—22	—19	...	...	— 9	— 19	—39	—18	—22	—19
1896-97, compared with 1891-92	...	...	+87	+ 84	...	...	+120	+123	+15	+27	+75	+79

* The Shillong European and Eurasian School.

Going back for ten years, the total number of primary schools for girls has risen by 53, the rate of increase being 75 per cent. at the former period, but a falling-off of 22 per cent. at the latter. The number of pupils in the same period has risen by 1,095, the rate of increase being 79 per cent. at the former period, but a falling-off of 19 per cent. in the latter. Local Board and Municipal schools show an increase in number of 47, the rate of increase being 87 per cent. at the earlier period, but a falling-off of 22 per cent. at the later. The pupils of these schools have increased during the same period by 763, the rate of increase being 84 per cent. in the earlier period, but a falling-off of 19 per cent. at the later. Aided schools show an increase in number of 15, the rate of increase being 120 at the earlier period, but a falling-off of 9 per cent. at the later. The pupils of these schools show an increase of 123 per cent. in number at the earlier period, but a falling-off of 19 per cent. at the later. Unaided schools have fallen off in numbers by 8, the rate of increase being 15 per cent. at the earlier period, but a falling-off of 39 per cent. at the later. The pupils of these schools show an increase of 27 per cent. at the earlier period, but a falling-off of 18 per cent. in the later. Altogether the record for the ten years is one of unexampled progress in the first five years, and of almost equally unexampled decline in the second five years.

Comparative statistics of primary schools for girls and of girls in primary schools.

The accompanying table deals with the total number of girls in primary schools, whether these schools are called girls' or boys' schools. The number of boys in girls' schools is deducted, and the number of girls in boys' schools added. The grand total will not agree with the total of girls in the primary stage of instruction given in the table, which deals with girls in secondary and primary schools for Indians according to the stages of instructions, as this was confined to Indian girls, and may include pupils in the primary stages of secondary schools.

TABLE CXIV.—*Comparative Statistics of Primary Schools for Girls, and Girls in Primary Schools.*

—	1896-97.					1901-1902.					Percentage of increase or decrease, 1901-1902, compared with 1896-97.		
	Primary schools for girls.			Number of girls in primary schools for boys.	Number of girls in primary schools.	Primary schools for girls.			Total girls in primary schools for boys.	Total girls in primary schools.	Schools for girls.	Pupils in schools for girls.	Total girls in primary schools.
	Number of schools.	Number of pupils.	Number of boys.			Number of schools.	Number of pupils.	Number of boys.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Assam	259	4,312	314	4,155	8,153	201*	3,506	347	4,848	8,007	—22	—18·6	—1·8
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	...	...	...	...	...	—22	—18·6	+10·5	+16	— 1·8	...	...	...
1896-97, compared with 1891-92	+75	+ 78	+ 5	+ 43	+ 55	...	...	...	...	...	...	...	...

* Includes the Shillong European and Eurasian School with... Pupils. 10 Boys. 5 Girls. 5

In Assam an increasing number of girls attend boys' schools; this number has risen from 2,897 in 1891-92 to 4,155 in 1896-97, and 4,848 in 1901-1902. This is the one redeeming feature in the history of female education in Assam during the last ten years. The effect of adding these 4,848 girls to the girls in purely girls' schools is to convert a falling-off of 18·6 per cent., as compared with 1896-97, into a decrease of 1·8 per cent. It cannot be said at present of Assam, as was said of it in the last Quinquennial Review, that "no other province has made such rapid and uniform progress in female education."

Average strength of schools for girls.

68. The accompanying table gives the average strength of all schools for girls, English and Vernacular, secondary and primary, for the three quinquennial years 1891-92, 1896-97, and 1901-1902:

TABLE CXV.—*Average Strength of Schools for Girls.*

	1891-92.			1896-97.			1901-1902.		
	English secondary.	Vernacular secondary.	Primary.	English secondary.	Vernacular secondary.	Primary.	English secondary.	Vernacular secondary.	Primary.
1	2	3	4	5	6	7	8	9	10
Assam ...	...	31	17	...	24	16	135	43	17*

* Includes the European and Eurasian School at Shillong.

The average strength of vernacular secondary schools for girls has risen in the ten years from 31 to 43, but in primary schools it has remained the same.

Expenditure on secondary and primary schools for girls.

69. The annexed table gives the total expenditure on secondary and primary schools for girls for the two years 1896-97 and 1901-1902 according to sources:

TABLE CXVI.—*Expenditure on Secondary and Primary Schools for Girls.*

	1896-97.						
	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other sources.	Total.
	Public management.	Aided.	Total.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	...	851	851	12,468	281	4,552	18,152
Percentage of increase or decrease, compared with 1896-97 ...	...	...	...	...	...	...	...
1896-97, compared with 1891-92	...	+ 2	— 4	+ 84	+ 3	+ 83	+ 75

	1901-1902.							Percentage of increase or decrease.	
	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other sources.	Total.		
	Public management.	Aided.	Total.					1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.
9	10	11	12	13	14	15	16	17	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Assam	3,235	828	4,063	11,022	766	5,656	21,507	+ 18	+ 75
Percentage of increase or decrease, compared with 1896-97	...	— 3	+377	— 11	+172	+ 24	+ 18	...	...
1896-97, compared with 1891-92	...	...	...	...	...	...	...	...	...

Going back for ten years, the total expenditure on secondary and primary schools for girls has risen from Rs. 10,362 to Rs. 21,507, the rate of increase being 75 per cent. at the earlier and 18 per cent. in the later period.

The corresponding rates of increase or decrease in pupils were 79 per cent., increase and a falling-off of 19 per cent. It cannot be denied that in return for an increase of 18 per cent. in the expenditure it is most unsatisfactory to obtain only a falling-off of 19 per cent. in the number of pupils. The earthquake and the exclusion of Manipur from the returns are the only causes which occur to me to account for this. The total expenditure from Provincial Revenues has increased from Rs. 851 to Rs. 4,063. The rate of increase or decrease was a falling-off of 4 per cent. at the earlier period, but an increase of 377 per cent. at the later. The expenditure from Provincial Revenues on schools under public management has increased from Rs. 56 in 1891-92 to Rs. 3,235 in 1901-1902, there being a falling-off of 1·7 per cent. at the earlier period, and no expenditure stated in the returns at the later. The expenditure from Provincial Revenues on aided schools has fallen off in the ten years, there being an increase of 2 per cent. at the earlier period and a falling-off of 3 per cent. at the later. The expenditure from Local and Municipal Funds has risen from Rs. 6,775 to Rs. 11,022, the rate of increase being 84 per cent. at the earlier period, but a falling-off of 11 per cent. at the later. Adding together expenditure from Provincial Revenues and Local and Municipal Funds, the total expenditure from public funds has risen from Rs. 7,662 to Rs. 15,085, but the proportion it bears to the total expenditure has fallen from 74 to 70 per cent. The amount contributed from fees has risen from Rs. 217 to Rs. 766, the rate of increase being 3 per cent. at the former period, but 172 per cent. at the later. The proportion of the total expenditure derived from fees has risen from 2·09 to 3·5. The amount derived from "Other sources" has risen from Rs. 2,483 to Rs. 5,656, the amount of increase being 83 per cent. at the earlier period and 24 per cent. at the later. The proportion of the total expenditure derived from "Other sources" has risen from 24 to 26 per cent.

Expenditure on primary schools for girls.

70. The following table shows the expenditure on primary schools for girls alone for 1901-1902 :

TABLE CXVII.—*Expenditure on Primary Schools for Girls*, 1901-1902.

—	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other sources.	Total.	Total expenditure per 1,000 of the total female population.
	Public management.	Aided.	Total.					
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam ...	3,235	828	4,063	9,569	529	4,226	18,387	6·5
For 1896-97 ...	...	851	851	11,628	281	4,322	17,082	6·5
Percentage of increase or decrease.	...	−3	+377	−17	+88	−2	+8	...

As compared with the previous five years, the total expenditure on primary schools has increased by 8 per cent., whilst the total expenditure on secondary and primary schools together increased by 18 per cent. The increase from Provincial Revenues in both cases is 377 per cent. There is a falling-off of the expenditure from Local Board and Municipal Funds, in the former case of 11 per cent. and in the latter of 17 per cent. The increase from fees is 88 per cent., as compared with 172 per cent. for both classes of schools taken together. The expenditure from other sources has fallen off by 2 per cent., as compared with an increase of 24 per cent. for both classes of schools taken together.

Percentage of direct expenditure from public funds on schools for girls, secondary and primary.

The percentage of direct expenditure from public funds upon girls' schools in Assam has risen from 3·6 in 1891-92 to 5·2 in 1901-1902, as shown in the statement below :

TABLE CXVIII.—*Percentage of Direct Expenditure from Public Funds on Schools for Girls Secondary and Primary.*

—	1891-92.	1896-97.	1901-1902.
1	2	3	4
Assam	3·6	5·1	5·2

Average annual cost of a primary school for girls, and of a pupil in such schools for 1901-1902.

The following table shows the average annual cost of a primary school for girls, and of a pupil in such school for 1901-1902, together with corresponding totals for 1896-97 :

TABLE CXIX.—*Average Annual Cost of a Primary School for Girls, and of a Pupil in such school,* 1901-1902.

—	School.			Pupil.		
	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	68	23	91	3·9	1·3	5·2
For 1896-97 ...	48	18	66	2·9	1·1	4·0

The average annual cost of a primary school for girls has risen from Rs. 66 to Rs. 91. This is owing to the decrease of 22 per cent. in the number of schools in the last five years. The average cost of a primary school for boys is Rs. 94. The average annual cost of a pupil in a primary school for girls has risen from Rs. 4 to Rs. 5·2. This is owing to the decrease of 19 per cent. in pupils in the last five years. The average cost of each pupil in a primary school for boys is Rs. 3·4. Mr. Cotton's statement, therefore, that a pupil in a girls' school is more than twice as expensive as a pupil in a boys' school does not apply to Assam.

Results of various examinations for female candidates in 1901-1902.

71. The following table gives the results of the various examinations of female candidates :

TABLE CXX.—*Results of the various Examinations of the Female Candidates in* 1901-1902.

Number competed.	Number passed.	Scholarships awarded.	Remarks.
1	2	3	4
Entrance Examination.			
1	1	1	Khasi girl privately educated.
Middle English Examination.			
5	4	1	5 Khasi girls and one Bengali girl.

Results of the various Examinations of the Female Candidates in 1901-1902—continued.

Number competed.	Number passed.	Scholarships awarded.	Remarks.
1	2	3	4
	Middle Vernacular Examination.		
5	5	.....	
	Upper Primary Examination.		
20	8*	6	*Three Khasi girls.
	Lower Primary Examination.		
107	84	14	
	Other special examination.		
.....	.....	.....	
Total ... 139	102	21	

CHAPTER X.

EUROPEAN EDUCATION.

European pupils in Assam according to their attendance at schools for Europeans and at non-European schools.

72. The accompanying table shows that there are five Europeans in Assam attending schools for non-Europeans :

TABLE CXXI.—*European Pupils in Assam according to their attendance at Schools for European and at non-European Schools.*

Province.	Schools for Europeans.				European pupils in schools for non-Europeans.	Percentage of European pupils in non-European schools to total European pupils.	Total European pupils.
	European pupils.	Non-European pupils.	Total pupils.	Percentage of European pupils.			
1	2	3	4	5	6	7	8
Assam	10	...	10	...	5	50	15

It is much to be wished that the number of Europeans who can be induced to attend the ordinary schools could be increased.

Progress of European education.

73. The accompanying table gives the number of Europeans and Eurasians under instruction in Assam for the four quinquennial years 1886-87, 1891-92, 1896-97, and 1901-1902 :

TABLE CXXII.—*Progress of European Education.*

——	Number of pupils.				Percentage of increase or decrease.		
	1886-87.	1891-92.	1896-97.	1901-1902.	1891-92, compared with 1886-87.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.
1	2	3	4	5	6	7	8
Assam	40	26	24	15	—35	—8	—38

The number of pupils has fallen off from 40 to 15. This is to be accounted for by the fact that the Aided Middle School for Europeans, which was formerly working at Shillong, gradually divided in numbers, and ceased to exist since the earthquake of 1897. 1891-92, as compared with 1886-87, shows a decrease of 35 per cent., 1896-97, as

compared with 1891-92, shows a further decrease of 8 per cent., and 1901-1902, as compared with 1896-97, shows a further decrease of 38 per cent.

It is to be hoped that the raising of the primary school for Europeans in Shillong to the status of a middle school recently sanctioned by the Honourable the Chief Commissioner, will check this disastrous falling-off in the number of European pupils under instruction.

Comparative statistics of European schools in classes of institutions, 1896-97 and 1901-1902.

The accompanying table distributes the Europeans under instruction in the two years 1896-97 and 1901-1902 according to the class of institution which they attended, separating schools for boys and girls, and also showing the proportion which Europeans bore to the total number of pupils in each class of institution in 1901-1902 :

TABLE CXXIII.—*Comparative Statistics of European Pupils in classes of Institutions.*

—	1896-97.	1901-1902.		Percentage of increase or decrease, 1901-1902, as compared with 1896-97.
	Number of pupils.	Number of pupils.	Per cent. of total.	
1	2	3	4	5
Secondary schools	5	4	·03	—20
Primary schools for girls	1	10	·01	+900
Total primary schools	1	10	·01	+900
Training and other special schools ...	18	1	·24	—94
Grand total	24	15	·01	—38

In secondary schools Europeans are only ·03 of the total number attending such schools, and their number has fallen off by 20 per cent. since 1896-97. In primary schools for girls Europeans are ·01 of the total number attending such schools, and their number has risen by 900 per cent. In training and other special schools Europeans are ·24 of the total number attending such schools, and their number has fallen off by 94 per cent. In all these classes of schools taken together, Europeans are only ·01 per cent. of the total number attending them, and their number has fallen off from 24 to 15, a decline of 38 per cent.

European pupils in classes of institutions.

The following table distributes the Europeans under instruction in different classes of institutions:

TABLE CXXIV.—*European Pupils in Classes of Institutions in Assam*, 1901-1902.

—	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	Other special schools.	Private institutions.	Total.
1	2	3	4	5	6	7	8	9
Assam	...	...	4	10	1	...	...	15
For 1896-97	...	...	5	1	..	18	...	24
Percentage of increase or decrease	...	...	—20	+90	...	...	...	—38

Europeans in secondary schools have fallen off in number from 5 to 4. In primary schools they have increased from 1 to 10. One European is reading in a training school in 1901-1902, as compared with none at the previous period. There are no pupils returned in the present year in "Other special schools," whereas there were 18 in 1896-97. Altogether there is a falling-off in the total number of pupils from 24 to 15, or a decrease of 38 per cent.

The annexed statement gives the proportion of Europeans in the several stages of instruction in 1896-97 and 1901-1902 :

Percentage of Europeans in stages of instruction compared with other classes.

TABLE CXXV.—*Percentage of Europeans in stages of instruction compared with other classes.*

Stage of instruction.	1896-97.		1901-1902.	
	Europeans.	Other classes.	Europeans.	Other classes.
1	2	3	4	5
Collegiate	...	·03	...	·12
High	...	1·29	...	1·24
Middle	...	2·46	...	2·59
Upper primary	8·3	4·37	13·3	4·57
Lower „	91·7	91·83	86·7	91·48

The proportion of other classes at college has increased slightly from ·03 to ·12, but in high stage it has slightly fallen off from 1·29 to 1·24. In upper primary stage the percentage of Europeans has risen from 8·3 to 13·3, and that of other classes has slightly increased from 4·37 to 4·57. In lower primary stage the percentage of Europeans has fallen off from 91·7 to 86·7, and that of other classes has decreased very slightly from 91·85 to 91·48.

74. No European from Assam has passed any of the examinations mentioned by Mr. Cotton in his paragraph which deals with this subject.

Europeans at public examinations.

75. The table below gives the statistics of secondary and primary schools for Europeans for the years 1896-97 and 1901-1902 :

Secondary and primary schools for Europeans.

TABLE CXXVI.—*Comparative Statistics of Secondary and Primary Schools for Europeans.*

	Secondary schools.						Primary schools.					
	1896-97.		1901-1902.		Percentage of increase or decrease.		1896-97.		1901-1902.		Percentage of increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
Assam	1	18	...	...	...	...	...	...	1	10	...	...

In 1896-97, one secondary school with 18 pupils is shown in Assam, but none in 1901-1902. In 1901-1902 one primary school with ten pupils is shown.

The following table classifies secondary and primary schools for Europeans according to management, distinguishing the boys and the girls :

TABLE CXXVII.—*Schools for Europeans according to management*, 1901-1902.

	Public management.		Aided.		Unaided.		Total.		Boys.	Girls.
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.		
1	2	3	4	5	6	7	8	9	10	11
Secondary schools	...	...	...	...	...	...	...	...	...	...
For 1896-97	...	...	1	18	...	...	1	18	8	10
Primary schools	1	10	...	...	...	...	1	10	5	5
For 1896-97	...	...	...	...	...	...	...	...	...	...

In 1896-97, there was one aided school for Europeans in Assam with 18 pupils (8 boys and 10 girls). In 1901-1902, there is one primary school managed by Government with 5 boys and 5 girls.

The accompanying table gives the stages of instruction of all pupils in schools for Europeans, both secondary and primary, for 1901-1902, distinguishing boys and girls. It should be mentioned that, in addition to these pupils in these stages of instruction, Assam provides annually two scholarships of Rs. 15 a month to enable European boys to attend schools in Bengal.

TABLE CXXVIII.—*Stages of Instruction of Pupils in European Schools, Secondary and Primary,* 1901-1902.

—	Boys.						Girls.					
	High.	Middle.	Upper primary.	Lower primary (A).	Lower primary (B).	Total.	High.	Middle.	Upper primary.	Lower primary (A).	Lower primary (B).	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
Assam	...	...	..	5	...	5	...	...	...	5	...	5
For 1896-97	...	...	...	3	5	8	...	...	2	4	4	10

In 1901-1902, there were 5 boys in the lower primary (A) stage of instruction, against 3 in 1896-97. In 1896-97, there were also 5 boys in the lower primary (B) or infant stage, not reading printed books, but there were none in 1901-1902. In 1896-97, there were 2 girls in the upper primary stage; there were none in 1901-1902. In 1901-1902, there were 5 girls in the lower primary (A) stage, against 4 in 1896-97. In 1896-97, there were 4 girls in the lower primary (B) stage; there were none in 1901-1902.

Expenditure on schools for Europeans.

76. The total expenditure on schools for Europeans in Assam has fallen off since 1896-97 by Rs. 1,762, or 32 per cent. The expenditure from Provincial Revenues has increased from Rs. 1,820 to Rs. 3,235, an increase of 78 per cent., but the expenditure from fees has fallen from Rs. 3,585 to Rs. 408, a decrease of 88 per cent. The figures will be found in the annexed statement.

TABLE CXXIX.—*Expenditure on Schools for Europeans.*

—	1896-97.						1901-1902.						Percentage of increase or decrease, 1901-1902, compared with 1896-97.
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13.	14
Assam	1,820	...	...	3,585	...	5,405	3,235	...	...	408	...	3,643	—32
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	...	...	...	...	...	...	+78	...	...	—88	...	—32	...

Average annual cost of each pupil in secondary and primary schools for Europeans, distinguishing the shares contributed by public and private funds, with the corresponding general averages for 1896-97.

In 1896-97 the average annual cost was higher for Assam than in any other province of India, and this year, owing to the diminution in numbers, the rate has still further risen from Rs. 300·3 to Rs. 364·3. The proportion contributed from public funds has risen from Rs. 101·1 to Rs. 323·5, but the share of private funds has fallen from Rs. 199·2 to Rs. 40·8. This is because the former European school in Shillong was an

aided school only, in which fees paid two-thirds of the expenditure, whereas Government bear the whole cost of the present school, and the amount received from fees has fallen from Rs. 3,585 to Rs. 408. The figures are reproduced below :

TABLE CXXX.—*Average Annual Cost of each Pupil in Schools for Europeans, Secondary and Primary*, 1901-1902.

	Public funds.	Private funds.	Total.
1	2	3	4
	Rs.	Rs.	Rs.
Assam	323·5	40·8	364·3
For 1896-97 ...	101·1	199·2	300·3

CHAPTER XI.

MUHAMMADAN EDUCATION.

Progress of Muhammadan education.

77. The accompanying table gives the number of Muhammadans under instruction in both public and private institutions for each of the three quinquennial years 1891-92, 1896-97, and 1901-1902 :

TABLE CXXXI.—*Progress of Muhammadan Education.*

	Muhammadans under instruction in public and private institutions.			Percentage of increase or decrease.	
	1891-92.	1896-97.	1901-1902.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.
1	2	3	4	5	6
Assam	16,727	21,802	23,452	+30	+8

Going back for ten years, the number of Muhammadans under instruction has risen from 16,727 to 23,452. In the earlier period there was an increase of 30 per cent., compared with an increase of 23 per cent. of the entire school-going population ; in the later period there was an increase of 8 per cent., compared with an increase of 4 per cent. of the entire school-going population. This shows that the increase of Muhammadan pupils more than keeps pace with the increase of pupils generally.

Percentage of Muhammadans under instruction to Muhammadan population of a school-going age in 1901-1902 and 1896-97.

The accompanying table shows that the percentage of Muhammadans of a school-going age has risen from 9·8 to 9·9, and that of all other classes has fallen from 12·7 to 12·3.

TABLE CXXXII.—*Percentage of Muhammadans under instruction to Muhammadan Population of school-going age.*

—	1896-97.		1901-1902.	
	Muhammadans.	All classes.	Muhammadans.	All classes.
1	2	3	4	5
Assam	9·8	12·7	9·9	12·3*

* Last year 11·3.

Percentage of Muhammadans in public institutions to the total number of Muhammadans under instruction, 1891-92, 1896-97, 1901-1902.

The percentage of Muhammadans in public institutions to the total number of Muhammadans under instruction has risen from 76 in 1891-92 to 82 in 1901-1902, thus being 6 above the average proportion for the whole of India, as given in Mr. Cotton's Quinquennial Review. The figures will be found below:

TABLE CXXXIII.—*Percentage of Muhammadans in Public Institutions to total Muhammadans under instruction.*

—	1891-92.	1896-97.	1901-1902.
1	2	3	4
Assam	76	79	82

TABLE CXXXIV.—*Distribution of Muhammadans under instruction.*

—	Percentage of Muhammadans on total population.	1896-97.						1901-1902.					
		Public institutions.		Private institutions.		Total.		Public institutions.		Private institutions.		Total.	
		Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Assam ...	26·9*	17,211	17·8	4,591	66·7	21,802	21·0	19,292	18·8	4,160	74·9	23,452	21·7

* Excludes Manipur.

Distribution of Muhammadans under instruction, 1896-97 and 1901-1902.

This table shows that, while the proportion of Muhammadans in the total population is 26·9 per cent., their proportion to the total number of pupils was 21 per cent. in 1896-97 and 21·7 in 1901-1902. Muhammadan pupils are thus no longer in proportion to the ratio of Muhammadans to the whole population, but that their number increases more than in proportion to the increase of the total number of pupils. The rate of increase of Muhammadan pupils is 12 per cent., and the rate of increase of the total number of pupils is only 6 per cent.—*see* Table 16 in the General Summary. In public institutions, the rate of increase is 12 per cent., as compared with an increase of 34 per cent. in the earlier period, and in private institutions there is a decrease of 9 per cent., as compared with an increase of 17 per cent. in the earlier period.

78. The following table classifies Muhammadans in public institutions according to the class of institution they attend for the two years 1896-97 and 1901-1902, with their proportion to the total number of pupils in each case :

Muhammadans in public institutions.

TABLE CXXXV.—*Classification of Muhammadans in Public Institutions.*

	1896-97.								1901-1902.								Percentage of Muhammadans to total population.
	Arts colleges (English).		Professional colleges.		Secondary schools.		Primary schools.		Arts colleges (English).		Professional colleges.		Secondary schools.		Primary schools.		
	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Assam	1	3·7	...	...	1,845	15·8	15,127	17·9	21	21·6	...	...	2,194	15·3	16,293	18·8	26·9

The table shows that in none of the four classes of institutions do the Muhammadan pupils bear the same proportion to the total number as Muhammadans bear to the whole population. It is, however, noticeable that this proportion is most nearly reached in Arts colleges, English, in which the percentage of Muhammadan pupils has risen from 3·7 to 21·6. In secondary schools, not much progress has been made; the number of pupils has increased from 1,845 to 2,194, but the percentage has fallen off from 15·8 to 15·3. In primary schools, the number of Muhammadan pupils has risen by 1,166 from 15,127 to 16,293, but the percentage has only improved from 17·9 to 18·8.

79. The next table gives the success of Muhammadans at University examinations with the corresponding totals for 1896-97. It shows that the number of Muhammadan passes at the Entrance Examination has increased from 2 to 8, or by 300 per cent., whilst their proportion to the total passes has risen from 1·7 to 6·2. In 1901-1902, one Muhammadan from Assam passed the F. A. Examination, the proportion to the total passes being 5·5.

Success of Muhammadans at University examinations.

TABLE CXXXVI.—*Success of Muhammadans at University Examinations in Assam.*

	1896-97.												1901-1902.												Percentage of Muhammadans in total population.
	Matriculation.		Intermediate F. A.		B. A.		M. A.		Law.		Medicine.		Matriculation.		Intermediate F. A.		B. A.		M. A.		Law.		Medicine.		
	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Assam	2	1·7	...	...	...	...	...	...	...	...	...	...	8	6·2	1	5·5	...	...	...	...	...	...	...	...	26·9

80. The accompanying table shows the success of Muhammadans at Departmental Examinations. As compared with 1896-97, the number of Muhammadan passes in Middle Examinations has risen from 30 to 37, but the percentage of the total passes has slightly decreased from 9·9 to 9·7. In the Upper Primary Examination, there is an

Success of Muhammadans at Departmental Examinations.

improvement in the number of Muhammadan passes from 19 to 32, and in the percentage of the total from 10 to 13·9. In the Lower Primary Examination there has been a falling-off in the number of passes from 259 to 248, and in the percentage of the total from 14 to 12·4.

TABLE CXXXVII.—*Success of Muhammadans at Departmental Examinations*, 1901-1902.

	Middle.		Upper Primary.		Lower Primary.		Percentage of Muhammadans in total population.
	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	
1	2	3	4	5	6	7	8
Assam	37	9·7	32	13·9	248	12·4	26·9
For 1896-97	30	9·9	19	10·0	259	14·0	27·1

Scholarships confined to Muhammadan boys.

81. It should be mentioned that Government annually award two junior and two senior scholarships to Muhammadans from the Surma Valley, if there are sufficient qualified candidates.

Grants-in-aid to Muhammadan schools from public funds.

Grants-in-aid from public funds are also given to private *maktabs* and madrassas in Assam, provided that they teach a course of instruction approved by the Education Department.

CHAPTER XII.

EDUCATION OF SPECIAL CLASSES.

EDUCATION OF CHIEFS AND NOBLEMEN.

82. There is no institution maintained in Assam for the education of chiefs and noblemen.

EDUCATION OF BACKWARD CLASSES.

Education of backward races.

83. The following table compares the education of the backward races in Assam in 1896-97 and 1901-1902, respectively. There is a satisfactory increase in the number of pupils of backward races under tuition, which amounts to 7,192, or 81 per cent. :

TABLE CXXXVIII.—*Detailed Classification of Pupils of Aboriginal Races.*

Province.	Kacharis.	Khasis.	Mikirs.	Manipuris.	Garos.	Kukis.	Tipperas.	Nagas.	Miris.	Khamptis.	Daflas.	Phakials.	Singphos.	Lushais.	Meches.	Others.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Assam	2,581	6,376	396	2,347	2,124	69	30	265	704	44	47	20	33	287	399	372	16,094
For 1896-97	1,542	3,315	303	2,233	554	44	5	65	633	39	4	18	15	...	...	80	8,912
Percentage of increase or decrease.	+67	+92	+31	+5	+283	+56	+500	+307	+11	+12	+1,075	+11	+120	...	...	+365	+81

Percentage of pupils at schools to the aboriginal population of school-going age is 11·1 per cent.

This increase is specially marked among the Kacharis, where it is especially due to the efforts of the Reverend Mr. Endle, of the Church Missionary Society, among the Khasis, where it is due to the Welsh Calvinistic Mission, among the Garos and Nagas, where it is due to the American Baptist Mission, and among the Lushais. The schools mentioned in the last quinquennial report in the Lushai Hills have met with success, and there are now three primary schools supported by Government with 141 pupils, and a mission middle school (aided) with 108 pupils.

CHAPTER XIII.

PRIVATE INSTITUTIONS.

84. In the following table will be found the general statistics of private institutions according to their class for each of the three quinquennial years 1891-92, 1896-97, and 1901-1902:

General statistics of private institutions for 1891-92, 1896-97, and 1901-1902.

TABLE CXXXIX.—*General Statistics of Private Institutions.*

	1891-92.		1896-97.		1901-1902.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7
Advanced Institutions.						
Arabic or Persian	12	364	21	845	20	907
Sanskrit	76	1,434	82	1,802	68	1,301
Other Oriental Classics	...	...	...	...	...	...
Elementary Institutions.						
Vernacular — Boys	9	178	8	85	...	...
Vernacular — Girls	...	...	...	...	...	...
The Koran — Boys	179	3,358	181	3,644	163	3,238
The Koran — Girls	13	123	4	75	1	15
Other schools — Boys	9	280	12*	410	3	96
Other schools — Girls	...	...	1	20	...	...
Total	298	5,737	309	6,881	255	5,557
Percentage of increase, compared with preceding year.	...	...	+3·7	+19·9	—17·5	—19·2
Percentage of increase in vernacular schools only.	...	...	—11·1	—52·2	...	...
Average number of pupils in vernacular schools.	...	19·7	...	10·5	...	...

* Includes one high school with 98 pupils not recognised by the Calcutta University.

Going back for ten years, the table shows that the number of private institutions has fallen off from 298 to 255. In the later period there has been a falling-off of 17·5 per cent., as the number of private institutions in 1896-97 was 309. In the earlier period there was an increase of 3·7 per cent. The number of pupils has fallen in the same period from 5,737 to 5,557, the rate of decrease being 19·2 per cent. in the later period, as there were 6,881 pupils in 1896-97. In the earlier period, there was an increase of 19·9 per cent. Advanced institutions teaching Arabic or Persian show a considerable increase in the ten years under review from 12 to 20 in the number of schools and from 364 to 907. Sanskrit institutions increased in number of schools and pupils in 1896-97, as compared with 1891-92, but have now even fallen below the level of 1891-92. Elementary vernacular schools for boys fell off in 1896-97 both in number of schools and pupils, and none are returned for 1901-1902. No elementary vernacular schools for girls were returned in Assam during the ten years under review. Koran schools have not maintained the slight advance they made in 1896-97, and have declined both in number and pupils. "Other schools" are steadily declining both in number and pupils. The high school with 98 pupils returned under this head in 1896-97 has since been recognised by the University.

Comparative statistics of pupils in classes of private institutions.

The following table gives the number of pupils in the chief classes of private institutions for each of the five years 1897-98 to 1901-1902, together with the figures of 1896-97 for comparison:

TABLE CXL.—*Comparative Statistics of Pupils in Classes of Private Institutions.*

—	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of increase or decrease, 1901-1902, compared with 1896-97.
1	2	3	4	5	6	7	8
Advanced Institutions.							
Arabic or Persian	845	886	1,090	1,362	1,033	907	+7·3
Sanskrit	1,802	1,350	1,497	1,562	1,398	1,301	—27·8
Other Oriental Classics	...	...	...	...	...	...	...
Elementary Institutions.							
Vernacular	85	233	26	82	18	...	...
Koran	3,719	2,857	2,739	3,066	2,916	3,253	—13·1
Other schools	430	535	599	624	127	96	—77·7
Total	6,881	5,861	5,951	6,696	5,492	5,557	—19·2
Percentage of increase or decrease, compared with preceding year.	...	—14·8	+1·5	+12·5	—17·9	+1·2	...

The decrease shown in 1897-98 is probably to be accounted for by the earthquake, and the decrease of 17·9 shown in 1900-1901 by the extension of the departmental system.

There is a considerable falling-off of every class of private institutions in 1901-1902, as compared with 1896-97. The figures will be found in the table below:

Classification of private institutions for 1896-97 and 1901-1902.

TABLE CXLI.—*Classification of Private Institutions in Assam.*

—	1896-97.					1901-1902.				
	Arabic or Persian.	Sanskrit.	Vernacular.	Koran.	Miscellaneous.	Arabic or Persian.	Sanskrit.	Vernacular.	Koran.	Miscellaneous.
1	2	3	4	5	6	7	8	9	10	11
Assam	21	82	8	185	13	20	68	...	164	3
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	...	...	...	...	...	—5	—17	...	—11	—77

Proportion of pupils in private institutions.

85. The number of pupils in private institutions in Assam has fallen by 180, and the percentage of these pupils to the total number under instruction has fallen from 7 to 5,—*vide* table annexed:

TABLE CXLII.—*Proportion of Pupils in Private Institutions.*

—	1891-92.		1896-97.		1901-1902.	
	Pupils in private institutions.	Percentage of total under instruction.	Pupils in private institutions.	Percentage of total under instruction.	Pupils in private institutions.	Percentage of total under instruction.
1	2	3	4	5	6	7
Assam	5,737	7	6,881	7	5,557	5

TABLE CXLIII.—*Pupils in Private Institutions according to Race or Creed.*

Race or creed.		Number of pupils.	Percentage of total pupils in private institutions.	Percentage of total race or creed under instruction.
1		2	3	4
Europeans and Eurasians	...	.....	...	...
Native Christians ...	...	.....	...	...
Hindus ... Brahmins	...	1,265		
Hindus ... Non-Brahmins	...	96	1,361	24·5	1·2
Muhammadans ...	...	4,160	74·9	3·8
Others	...	36	·6	·03
Total ...	...	5,557	...	5·1

Pupils in private institutions according to race and creed.

86. This table shows that by far the largest percentage of the total pupils in private institutions are Muhammadans (74·9 per cent.), and next to them Hindus (24·5 per cent.).

CHAPTER XIV.

HOSTELS OR BOARDING-HOUSES.

General statistics of boarding-houses, 1900-1901 and 1901-1902.

87. The following table shows that the total number of boarding-houses has increased from 55 to 57 and the boarders in them from 641 to 852, an increase of 33 per cent., and the expenditure on them from Rs. 5,242 to Rs. 9,265, or an increase of 77 per cent. The expenditure from public funds has increased from Rs. 4,135 to Rs. 4,883, and that from private funds (subscriptions and endowments) from Rs. 1,107 to Rs. 4,382, an increase of 295 per cent.:

TABLE CXLIV.—*Comparative Statistics of Hostels.*

	1900-1901.					1901-1902.				
	Hostels.	Boarders.	Expenditure.			Hostels.	Boarders.	Expenditure.		
			Public funds.	Private funds.	Total.			Public funds.	Private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11
			Rs.	Rs.	Rs.			Rs.	Rs.	Rs.
Assam ...	55	641	4,135	1,107	5,242	57	852	4,883	4,382	9,265
Percentage of increase.	...	...	...	...	...	4	33	18	295	77

Statistics of hostels according to management.

The following table distributes the hostels in 1901-1902 according to management. There are 18 Government hostels with 311 boarders, and an average strength of 17 in each hostel, and 39 unaided hostels with 541 boarders, and an average strength of 14 in each hostel. Of the 18 Government hostels, one is maintained for the Hindu and one for the Muhammadan pupils of the Gauhati Cotton College, ten are maintained for high schools, of which three give accommodation to training school pupils also. Two are maintained for training school pupils only at Gauhati and Haflong. Three are attached to middle schools at Dhakuakhana (North Lakhimpur), Kohima,

and Hailakandi. In the latter place, training class pupils are accommodated besides those of the middle English school. The Williamson Artisan School at Dibrugarh has also its hostel. Of the unaided hostels, 17 are in Goalpara and 6 in Kamrup; the most important are those connected with the high schools at Gauripur and Goalpara and the Sanskrit *Tol* at Gauripur.

There is one hostel for girls attached to the Mission Lower Primary Girls' School at Nowgong.

TABLE CXLV.—*Statistics of Hostels according to Management*, 1901-1902.

	Boys.								Girls.							
	Government.		District or Municipal.		Aided.		Unaided.		Government.		District or Municipal.		Aided.		Unaided.	
	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Assam	18	311	...	...	...	...	39	541	...	...	...	...	...	...	...	...
Average strength of each hostel ...	...	17	...	...	...	...	...	14	...	...	...	...	...	...	...	...

Detailed statistics of hostels for boys.

This table shows that by far the larger number of boarders in hostels in Assam are connected with secondary schools, and next are those connected with primary schools.

TABLE CXLVI.—*Statistics of Hostels for Boys*, 1901-1902.

	Total.		Distribution of boarders.				Expenditure.				
	Hostels.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenue.	Local and Municipal Funds.	Fees.	Subscriptions and endowments.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Assam	57	852	47	352	320	133	4,883	...	...	4,382	9,265

CHAPTER XV.

PHYSICAL AND MORAL TRAINING.

88. The state of things prevailing with regard to physical training is well described by Mr. Willson in his Report for 1895-96:—"Physical exercise now forms part of the regular course of instruction in all Government high and middle schools situated at head-quarter stations, and by degrees will be extended to all Government middle schools; some of the aided and private schools have also recognised the importance of this subject, and are introducing it as part of their regular curriculum." "The reports show that physical training is becoming popular, and that the teachers are beginning to recognise it as an aid to discipline." There are many masters of high schools competent to give instruction in drill themselves, which obviates the necessity of employing outside instructors. Cricket and foot-ball are regularly played at high schools in their proper season, and country games at the schools of lower grade. The most common instances of misconduct were attempts to gain unfair advantage at public and school examinations. All cases that were reported were suitably punished. In 1899-1900, there were cases of

gross misconduct at Maulvi Bazar and Shillong, which were punished by rustication for two and one year, respectively.

In 1898-99, two boys at Habiganj were punished for gross misconduct. In 1901-1902, six boys were rusticated from Maulvi Bazar for one year in connection with a charge of immorality brought against one of their number. One boy was expelled from the Sibsagar Government school for threatening his teacher. One boy was rusticated for a year from the Sibsagar Bezbarua High School for disrespect to the school authorities. In the case of *gurus* of primary schools, charges of keeping false registers and accounts were not uncommon. If the charges after investigation were held proved, the *gurus* were dismissed from service. Accusations against Sub-Inspectors of accepting bribes were made in a few cases, but none were substantiated.

CHAPTER XVI.

EDUCATIONAL CONFERENCES.

89. There has been no conference of the superior officers of the Education Department since the one held at Shillong from the 20th July to the 7th August 1895. The following table gives the statistics of the conferences of primary *gurus* held by District Educational Officers for the six years under review :

TABLE CXLVII.—*Meetings of Gurus.*

Names of districts.	Number of meeting of *gurus* held by Deputy and Sub-Inspectors of Schools and inspecting Pandits.						Remarks.
	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	
1	2	3	4	5	6	7	8
Deputy Inspector of Schools, Upper Assam.	...	1	4	1	...	1	
Ditto, Central Assam ...	2	3	2	9	11	8	
Ditto, Lower Assam ...	2	5	5	3	...	...	
Ditto, Surma Valley ...	...	...	1	3	2	...	
Sub-Inspector of Schools, Silchar ...	14	11	7	10	17	...	Sub-Inspectorship abolished.
Ditto, Hailakandi ...	4	5	5	7	4	8	
Ditto, North Sylhet	6	11	9	10	7	...	
Ditto, Sunamganj ...	5	...	4	2	2	...	
Ditto, Habiganj ...	3	2	1	...	3	...	
Ditto, South Sylhet	9	8	13	9	8	...	
Ditto, Karimganj ...	3	2	6	4	3	...	
Ditto, Dhubri ...	6	4	4	6	1	1	
Ditto, Goalpara ...	...	2	2	3	3	4	
Ditto, Barpeta ...	7	...	7	4	2	3	
Ditto, Gauhati, North Bank.	1	7	4	4	2	4	
Ditto, Gauhati, South Bank.	3	...	11	4	2	3	
Ditto, Tezpur	2	3	3	5	2	3	
Ditto, Mangaldai ...	4	4	3	3	12	1	
Ditto, Eastern Circle, Nowgong.	15	8	4	4	2	4	
Ditto, Roha ...	2	3	4	4	1	2	
Ditto, Western Circle (Nowgog), Sibsaga	6	4	3	6	3	4	
Ditto, Jorhat ...	4	5	7	5	8	4	
Ditto, Golaghat ...	...	1	2	6	...	4	Includes inspecting pandit.
Ditto, Dibrugarh ...	3	4	4	4	5	7	
Ditto, North Lakhimpur.	3	4	4	4	4	...	
Ditto, Khasi Hills...	1	...	...	...	...	...	
Ditto, Jaintia ,, ...	...	...	...	...	...	...	
Ditto, Garo ,, ...	...	...	...	...	...	...	
Deputy Inspector of Schools Cachar ...	...	...	...	...	...	13	
Ditto, Sylhet ...	...	...	...	...	...	33	Officer holding the conference not shown.

CHAPTER XVII.

TEXT-BOOKS.

90. The following are rules for the working of Text-Book Committees in Assam :

(1) The Provincial Text-Book Committee shall consist of a President and not more than eight members, of whom not more than four, in addition to the President, will be members in virtue of their office. The *ex-officio* members shall be the Director of Public Instruction, the Principal, Gauhati College, the Head Master, Shillong Government High School, the Deputy Inspector of Schools, Surma Valley, and the senior Deputy Inspector of Schools, Brahmaputra Valley. The other four members will be appointed as follows :

(*a*) One member appointed annually by the Local Administration for one year from among managers and teachers in mission schools ;

(*b*) Three members appointed by the Local Administration from among the official or non-official community. Members so appointed will continue on the Committee for three years from the date of their appointment, and shall be eligible for re-appointment.

(2) The Director of Public Instruction shall be *ex-officio* President of the Committee, and the Principal, Gauhati College, shall be *ex-officio* Secretary of the Committee.

(3) A general meeting of the Committee shall be held once a year in Shillong, in September or October, on a date to be fixed by the Director of Public Instruction, and the date shall be notified by him to the members at least one month previously; four members shall form a quorum. Non-official members attending the Committee will be paid their actual travelling expenses to and from Shillong, and a daily allowance for each day's enforced halt at Shillong not exceeding Rs. 3.

(4) The Text-Book Committee shall be required to consider only such books as have been forwarded to it by the Director of Public Instruction for report.

The chief duties of the Committee shall be—

(*a*) to recommend changes in the text-books prescribed by the University or by Government for vernacular and Anglo-vernacular schools, stating in each case the ground on which a change is recommended ;

(*b*) to make suggestions for the preparation of any new books when existing publications in India or England are not considered suitable, or when no books of the kind required are available ;

(*c*) to suggest books to the Director of Public Instruction for schools, libraries, and prizes and for purposes of reference in class teaching, and as alternative text-books ;

(*d*) to report upon books sent by the Director of Public Instruction for opinion ;

(*e*) to select text-books in English literature ;

(*f*) to ascertain whether the price of a book recommended to be placed on the sanctioned list is fair, and is not beyond the means of the class of boys for whom it is intended.

(5) The Text-Book Committee should periodically communicate with the Committees of other provinces, in order that each may benefit by the experience of others. They should communicate to each other lists of English text-books, and (in the case of provinces which have a common language), of vernacular text-books, which have proved satisfactory, and lists of books which they consider to be wanting or inadequate.

(6) In selecting text-books, due attention should be paid to typography, paper, binding, etc., whilst at the same time the price should be moderate. Text-books should, as far as possible, be selected from the works of distinguished authors, and ephemeral productions, such as are manifestly prepared to enable youths to pass examinations, including such compositions as keys, hints, etc., etc., should be carefully avoided. No translation of a work, made without the authority of the publishers of the original work, shall be selected.

(7) Text-books which are of an aggressive character, or are likely to give unnecessary offence to any section of the community, must be excluded from the authorised lists.

(8) The Committee will have no concern with the text-books of schools under the Code of Regulations for European schools, unless they are specially referred to the

Committee for opinion by the Local Administration or by the Director of Public Instruction.

(9) The Local Administration has the right to prescribe a text-book on a particular subject in exceptional circumstances for use in all Government or aided schools.

(10) The specific sanction of the Chief Commissioner must be obtained to the adoption of every text-book, and a list of books authorised for use in schools in Assam, which has received the sanction of the Chief Commissioner, will be published annually in the Government gazette not later than the 1st January, and shall take effect from the commencement of the school year.

(11) The selection of text-books for the lower classes of high schools, which has not engaged in the study of text-books prescribed for the University Entrance Examination, shall be regulated as follows:

A Sub-Committee of six members, of whom not less than three shall be official, shall be appointed annually by the Director of Public Instruction from the Head Masters of Government, aided, and private high schools to report on such books as may be referred to the Sub-Committee by the Director of Public Instruction.

The Deputy Inspector of Schools of the Circle in which the meeting is held shall, in addition, be *ex-officio* President, and the Sub-Committee shall elect a Secretary from among its members. The reports of the Sub-Committee will be submitted for the consideration of the Provincial Committee at their annual general meeting.

(12) The selection of text-books in the Khasia language and in the Garo language shall be regulated as follows:

For the selection of books in the Khasia language a Sub-Committee, consisting of the Deputy Commissioner of the district (*ex-officio* President), the Sub-Inspector of Schools (*ex-officio* Secretary), a member of the Welsh Mission, and a member of the non-official community not connected with the Welsh Mission, and in the case of Garo language a Sub-Committee, consisting of the Deputy Commissioner of the district (*ex-officio* President), the Sub-Inspector of Schools (*ex-officio* Secretary), and a member of the American Baptist Mission, shall be appointed annually by the Chief Commissioner to report on books referred to them by the Director of Public Instruction. The reports of the Sub-Committees will be submitted to the Director of Public Instruction for the consideration of the Provincial Committee at their annual general meeting.

(13) The selection of text-books in Assamese literature shall be regulated as follows:

A Sub-Committee, which shall meet in Sibsagar, consisting of an Assamese Extra Assistant Commissioner, to be appointed by the Chief Commissioner, and who will be *ex-officio* President, the Deputy Inspector of Schools, Upper Assam Circle (*ex-officio* Secretary), and four members, shall be appointed annually by the Chief Commissioner to report on books referred to them by the Director of Public Instruction. The reports of the Sub-Committee will be submitted to the Director of Public Instruction for the consideration of the Provincial Committee at their annual general meeting.

(14) The selection of text-books in Bengali literature shall be regulated as follows:

A Sub-Committee, which shall meet in Sylhet, consisting of an Extra Assistant Commissioner, to be appointed by the Chief Commissioner, and who will be *ex-officio* President, the Deputy Inspector of Schools, Surma Valley (*ex-officio* Secretary), and four members, shall be appointed annually by the Chief Commissioner to report on books referred to them by the Director of Public Instruction. The report of the Sub-Committee will be submitted to the Director of Public Instruction for the consideration of the Provincial Committee at their annual general meeting.

(15) Head Masters of Government and aided high schools will be at liberty to select from the authorised list (which ordinarily should not include more than five text-books in any subject) any books they wish for use in the lower classes of their schools. Head Masters who wish to use books other than those in the authorised list should submit an application to the Director of Public Instruction at least one year before they propose to introduce them. The Director will refer the books to the Text-Book Committee, and, if approved by the Committee, the sanction of the Local Administration should be obtained to their inclusion in the authorised list as suitable books.

(16) Middle and primary schools, whether maintained or aided by Government or Local Board, are restricted to the use of the books included in the list of authorised text-books. Head Masters and Head Pandits of Government middle and primary schools, and managers of aided middle and primary schools, will be at liberty to select from the authorised lists (which ordinarily should not include more than three text-books in any subject) any books they wish for use in the various classes of their schools, subject to the condition that text-books prescribed by the Director of Public

Instruction for the Middle Scholarship and for the Upper and Lower Primary Scholarship Examinations, including special books on sanitary science, must be read in the first classes of the respective schools.

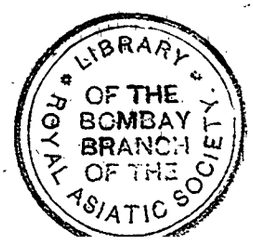
(17) A book approved for any class may, with the approval of the Director of Public Instruction, be used in the next higher or lower class. For those subjects in which the two courses correspond, text-books for the first two classes of upper primary schools may be selected from those sanctioned in the list for the third and fourth classes of middle schools.

(18) No restriction will be placed on use of text-books in unaided schools, high, middle, or primary, but candidates from such schools will be liable to be excluded from any public examination for passing which a certificate is given, or from competition for a Government scholarship, if text-books which are disapproved by the Director of Public Instruction or by the Local Administration are in use at the schools in question.

M. PROTHERO,

Offg. Director of Public Instruction, Assam.

STATEMENTS.



STATISTCAL

EDUCATION, GENERAL

Abstract Return of Colleges, Schools, and Scholars in Assam

[For details, see

Area and population.			
Total area, in square miles.	Number of towns and villages.	Population.	
1	2	3	4
Square miles. 56,243 ...	Towns ... 18	Males ... 3,142,595	Institutions { For males ,, Females
	Villages ... 22,326	Females ... 2,979,670	Total ... ...
	Total ... 22,344	Total ... 6,122,265	Scholars ... { Males ... Females
			Total ... ...

NOTE.—A town contains 5,000 inhabitants or upwards

* The population of school-going age is taken

TABLES.

TABLE I.

at the end of the official year 1901-1902.

General Table III.]

Public institutions.							Private institutions.		Grand total.	Percentage of	Remarks.
Collegiate Education.		School Education, General.		School Education, Special.		Total of public institutions.					
Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary.			
5	6	7	8	9	10	11	12	13	14	15	16
2	...	146	2,776	22	19	2,965	88	166	3,219	Institution to number of towns 14·4	
...	...	5	201	...	...	206	...	1	207	villages. ·9	
2	...	151	2,977	22	19	3,171	88	167	3,426	15·3	
97	...	13,955	78,713	394	891	94,050	2,203	3,271	99,524	Male scholars to male of school-going age.* 21·1	
...	...	380	8,007	26	...	8,413	5	78	8,496	Female scholars to female population of school-going age.* 1·9	
97	...	14,335	86,720	420	891	102,463	2,208	3,349	1,08,020	11·7	

A village contains less than 5,000 inhabitants. A municipality, whatever its population, should be entered as a town at 15 per cent. of the whole population.

Abstract Return of Expenditure on Public Instruction

[For details, see

	Total Direct Expenditure on Public Instruc				
	Collegiate Education.	School Education, General.		School Education, Special.	
	Arts colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	15,864	2,18,253	2,62,563	22,100	27,094
1. Institutions ... For females	...	3,120	18,387	...	...
Total	15,864	2,21,373	2,80,950	22,100	27,094
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction	3·05	13·89	7·71	6·09	5·79
(*b*) Percentages* of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction	...	13·60	71·55	1·90	·75
(*c*) Percentages* of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction	...	14·57	65·58	...	9·18
(*d*) Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction	2·08	29·01	36·82	2·89	3·55
3. Average annual cost† of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government institutions. Cost to Provincial Revenues ...	97 4 2	6 9 4	13 0 6	72 7 3	172 11 0
Government institutions. Cost to Local and Municipal Funds ...	...	...	...	21 9 11	...
Government institutions. Total cost ...	159 10 2	20 13 7	13 11 5	94 2 3	250 2 8
Local Fund schools. Cost to Local Funds ...	...	9 5 0	2 11 11	...	...
Local Fund schools. Total cost ...	...	10 15 5	3 0 5	...	...
Municipal schools‡. Cost to Municipal Funds	...	...	3 6 0	...	11 1 9
Municipal schools‡. Total cost ...	...	...	4 0 0	...	11 1 9
Aided institutions. Cost to Provincial Revenues ...	...	0 14 4	0 3 3	6 15 11	...
Aided institutions. Cost to Local and Municipal Funds ...	...	4 5 11	1 11 8	2 11 2	3 1 5
Aided institutions. Total cost... ...	...	14 7 7	3 12 8	29 11 8	8 13 1
Unaided institutions... Total cost... ...	109 4 0	14 3 8	1 1 7	13 7 7	26 3 0
All institutions ... Cost to Provincial Revenues ...	62 8 5	2 5 5	0 3 6	37 3 7	16 12 4
All institutions ... Cost to Local and Municipal Funds ...	...	2 5 2	2 0 0	11 6 2	3 0 6
All institutions ... Total cost... ...	141 10 3	16 3 4	3 6 2	58 12 5	34 2 8

TABLE II.

in Assam for the official year 1901-1902.

General Table IV.]

tions.§	Total Indirect Expenditure on Public Instruction.§								
Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on Public Instruction.
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,45,874	...	27,661	46,111	59,986	25,845	6,259	29,863	1,95,725	7,63,106
21,507	...								
5,67,381	...	27,661	46,111	59,986	25,845	6,259	29,863	1,95,725	7,63,106
36·53	...	11·54	17·45	18·31	7·95	·66	7·56	63·47	100·00
87·80	...	...	2·70	5·53	·85	·35	2·77	12·20	100·00
89·33	...	...	...	...	4·70	·24	5·73	10·67	100·00
74·35	...	3·62	6·04	7·86	3·39	·82	3·92	25·65	100·00

Rs. a. p.
13 12 0
0 12 4
28 4 3
2 12 7
3 1 1
3 12 7
4 6 1
0 5 3
2 1 5
5 5 4
5 14 6
0 13 2
2 1 4
5 12 8

* The percentages required for 2(*a*), 2(*b*), 2(*c*) are to be calculated from the figures given in columns 27, 28, 29, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION, GENERAL

Return of Colleges, Schools, and Scholars in the

Class of institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by Local Fund and Municipal Boards.				Maintained by Native State.				Aided by Government or by Local Fund or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ARTS COLLEGES.																
Collegiate education ... English ...	1	57	72	59	...	...	...	...	...	...	...	...	...	...	...	...
SECONDARY SCHOOLS.																
School education, General. For boys English ...	12	2,879	2,814	2,289	...	...	...	...	...	...	...	...	63	5,598	5,307	4,094
School education, General. For boys Vernacular ...	15	1,212	1,112	890	4	219	195	142	...	...	...	...	25	1,369	1,342	998
School education, General. For girls... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, General. For girls... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	3	132	103	86
School education, General. Total	27	4,091	3,926	3,179	4	219	195	142	...	...	...	...	91	7,099	6,738	5,178
PRIMARY SCHOOLS.																
School education, General. For boys	29	669	601	513	1,079	31,641	29,947	21,638	...	...	...	...	1,452	44,420	43,424	31,709
School education, General. For girls	1	10	10	8	151	2,319	2,239	1,543	...	...	...	...	30	750	742	478
School education, General. Total	30	679	614	521	1,230	33,960	32,186	23,181	...	...	...	...	1,482	45,170	44,166	32,187
SCHOOLS FOR SPECIAL INSTRUCTION.																
School education, Special. Training schools for masters ...	18	192	179	144	...	...	...	...	...	...	...	...	3	212	178	157
School education, Special. Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. Medical schools	1	70	70	68	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. Engineering and Surveying schools...	1	7	7	7	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. Technical and Industrial schools ...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	2	1
School education, Special. Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. Other schools	...	...	...	...	3	58	56	38	...	...	...	...	8	653	577	436
School education, Special. Total	20	269	256	219	3	58	56	38	...	...	...	...	12	868	757	594
Total of Colleges and Schools of Public Instruction	78	5,096	4,868	3,978	1,237	34,237	32,437	23,361	...	...	...	...	1,585	53,137	51,681	37,959
Private Institutions...	1. Advanced teaching—															
	(a) Arabic or Persian															
	(b) Sanskrit															
	(c) Any other Oriental Classic															
	2. Elementary, teaching a vernacular only or mainly ... For boys...															
	2. Elementary, teaching a vernacular only or mainly ... „ girls ...															
	3. „ teaching the Koran ... ... „ boys ...															
	3. „ teaching the Koran ... ... „ girls ...															
	4. Other schools not conforming to departmental standards ... „ boys ...															
	4. Other schools not conforming to departmental standards ... „ girls ...															
	Total															
	Grand total...															

TABLE III.

Province of Assam for the official year 1901-1902.

management.						Number of Scholars on the 31st of March, learning.						Classification of Scholars on the 31st of March according to race or creed.									
Unaided.						English.		A classical language.		A vernacular language.				Hindu.							
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Males.	Females.	Males.	Females.	Males.	Females.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
18	19	20	21	22	23	24		25		26		27	28	29	30	31	32	33	34	35	36
1	40	40	37	2	97	97	...	97	...	...	...	...	...	16 +6	59	21	...	...	1	...	...
26	2,730	2,564	1,932	101	11,207	8,974	31	2,815	...	8,980	64	4	343	1,841	6,930	1,752	2	...	335	64	...
1	20	44	26	45	2,820	13	...	...	...	2,812	8	...	10	316	1,915	421	...	...	125	8	...
1	135	137	93	1	135	...	125	...	...	...	135	...	114	...	...	...	...	...	21	...	...
1	41	35	28	4	173	...	...	...	...	...	173	...	4	37	110	18	...	...	4	...	...
29	2,925	2,780	2,079	151	14,333	8,987	156	2,815	...	11,792	380	4	471	2,194	8,985	2,194	2	...	485	72	...
216	6,484	5,681	4,566	2,776	83,214	598	153	455	28	78,350	4,848	...	5,080	4,788	48,506	15,739	84	...	9,017	4,848	...
19	427	365	309	201	3,506	12	98	22	91	347	3,159	10	462	311	2,033	554	...	...	136	...	347
235	6,911	6,406	4,875	2,977	86,720	610	236	477	119	78,697	8,007	10	5,542	5,099	50,539	16,293	84	...	9,153	4,848	347
1	16	19	15	22	420	161	14	28	...	360	26	1	199	14	117	5	...	...	84	26	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	34	33	17	4	34	34	...	...	...	...	...	...	...	6	25	3	...	...	...	...	...
...	...	...	...	1	70	...	...	...	...	70	...	...	1	16	32	21	...	...	...	...	...
...	...	...	...	1	7	7	...	...	...	...	...	...	...	2	4	1	...	...	...	...	...
...	...	...	...	1	1	...	...	...	...	1	...	...	...	...	1	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	66	48	38	12	779	...	...	779	...	721	...	...	...	24	1	754	...	...	...	...	...
6	116	100	73	41	1,311	202	14	807	...	1,151	26	1	200	62	180	784	...	...	84	26	...
271	9,923	8,966	7,064	3,171	102,463	9,806	426	4,196	119	91,650	8,413	15	6,211	7,371	59,763	19,292	85	...	9,723	4,946	347
...	...	...	...	20	907	...	...	902	5	...	...	...	...	...	...	907	...	...	...	5	...
...	...	...	...	68	1,301	...	...	1,301	...	...	...	...	...	1,261	39	...	...	...	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	163	3,238	...	...	3,175	63	...	...	...	...	...	...	3,238	...	...	...	63	...
...	...	...	...	1	15	...	...	...	15	...	...	...	...	...	...	15	...	...	...	...	...
...	...	...	...	3	95	12	...	43	...	41	...	...	...	4	57	...	...	...	35	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	255	5,557	12	...	5,421	83	41	...	...	...	1,265	96	4,160	...	...	36	68	...
...	...	...	...	3,426	108,020	9,908	426	9,617	202	91,691	8,413	15	6,213	8,636	59,859	23,452	86	...	9,759	5,014	347

EDUCATION, GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed in the Province of Assam for 1901-1902.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English ... Male ...	...	...	16	59	21	...	...	1
English ... Female ...	...	...	...	...	...	...	...	...
Oriental ... Male ...	...	...	...	...	...	...	..	...
Oriental ... Female ...	...	...	...	...	...	...	...	...
Colleges for Professional Training.								
Law ... Male ...	...	...	...	...	...	...	...	...
Law ... Female ...	...	...	...	...	...	...	...	...
Medicine ... Male ...	...	...	...	...	...	...	...	...
Medicine ... Female ...	...	...	...	...	...	...	...	[redacted]
Engineering ... Male ...	...	...	...	...	...	...	...	...
Engineering ... Female ...	...	...	...	...	...	...	...	...
Teaching ... Male ...	...	...	...	...	...	...	...	...
Teaching ... Female ...	...	...	...	...	...	...	...	...
Agriculture ... Male ...	...	...	...	...	...	...	...	...
Agriculture ... Female ...	...	...	...	...	...	...	...	...
Total	...	...	16	59	21	...	...	1
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For boys—								
High Schools Male ...	...	38	1,013	3,358	694	...	...	40
High Schools Female ...	...	...	...	...	...	...	...	...
Middle Schools—								
English ... Male ...	4	271	825	3,561	1,058	2	...	279
English ... Female ...	...	34	3	11	...	...	...	16
Vernacular Male ...	...	10	316	1,938	423	...	...	125
Vernacular Female ...	...	...	...	7	1	...	...	...
For girls—								
High Schools Male ...	...	...	...	...	...	...	...	...
High Schools Female ...	...	...	...	...	...	...	...	...
Middle Schools—								
English ... Male ...	...	...	...	...	...	...	...	...
English ... Female ...	..	114	...	...	...	...	...	21
Carried over ...	4	467	2,157	8,875	2,176	2	...	481

EDUCATION, GENERAL TABLE IIIA—*contd.*

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed in the Province of Assam for 1901-1902.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9
Brought forward ...	4	467	2,157	8,875	2,176	2	...	481
SCHOOL EDUCATION, GENERAL —*contd.*								
Secondary Schools—contd.								
For girls—*contd.*—								
Middle Schools—*contd.*—								
Vernacular ... Male ...	...	...	...	...	...	...	...	...
Vernacular ... Female ...	...	4	37	110	18	...	...	4
Total	4	471	2,194	8,985	2,194	2	...	485
Primary Schools.								
For boys ... Male ...	...	3,478	4,586	46,433	11,404	84	...	8,381
For boys ... Female ...	...	1,602	202	2,073	335	...	...	636
„ girls ... Male ...	5	111	16	113	88	...	...	14
„ girls ... Female ...	5	351	295	1,920	466	...	...	122
Total	10	5,542	5,099	50,539	16,293	84	...	9,153
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools. Male ...	1	175	14	117	5	...	...	82
Training Schools. Female ...	...	24	...	...	...	...	...	2
Schools of Art Male ...	...	...	...	...	...	...	...	...
Schools of Art Female ...	...	...	...	...	...	...	...	...
Law Schools ... Male ...	...	...	6	25	3	...	...	...
Law Schools ... Female ...	...	...	...	...	...	...	...	...
Medical Schools Male ...	...	1	16	32	21	...	...	...
Medical Schools Female ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male ...	...	...	2	4	1	...	...	...
Engineering and Surveying Schools. Female ...	...	...	...	...	...	...	...	...
Industrial Schools. Male ...	...	...	...	1	...	...	...	...
Industrial Schools. Female ...	...	...	...	...	...	...	...	...
Other Schools... Male ...	...	...	24	1	754	...	...	...
Other Schools... Female ...	...	...	...	...	...	...	...	...
Total	1	200	62	180	784	...	...	84
Total of Colleges and Schools of Public Instruction.	15	6,213	7,371	59,763	19,292	86	...	9,723
Carried over	...	...	...	...	...	...	...	...

EDUCATION, GENERAL TABLE IIIA—*concld.*

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed in the Province of Assam for 1901-1902.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9
Brought forward	...	...	...	...	...	...	...	...
PRIVATE INSTITUTIONS.								
1. Advanced, teaching—								
(*a*) Arabic or Persian. Male ...	...	...	...	...	902	...	...	...
(*a*) Arabic or Persian. Female ...	...	...	...	...	5	...	...	...
(*b*) Sanskrit ... Male ...	...	...	1,261	39	...	...	...	1
(*b*) Sanskrit ... Female ...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Male ...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Female ...	...	...	...	...	...	...	...	...
2. Elementary, teaching— A Vernacular only or mainly—								
For boys ... Male ...	...	...	...	...	...	...	...	...
For boys ... Female ...	...	...	...	...	...	...	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...
For girls ... Female ...	...	...	...	...	...	...	...	...
3. Elementary, teaching— The Koran only—								
For boys ... Male ...	...	...	...	...	3,175	...	...	...
For boys ... Female ...	...	...	...	...	63	...	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...
For girls ... Female ...	...	...	...	...	15	...	...	...
4. Other Schools not conforming to Departmental standards—								
For boys ... Male ...	...	...	4	57	...	...	...	35
For boys ... Female ...	...	...	...	...	...	...	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...
For girls ... Female ...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	...	...	1,265	96	4,160	...	...	36
Grand total	15	6,213	8,636	59,859	23,452	86	...	9,759

EDUCATION, GENERAL TABLE IV.

Return of Expenditure on Public Instruction in the

Objects of expenditure.	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.		Rs.		Rs.	Rs.
Arts Colleges.							
Collegiate education ... ... English	7,003	...	...	4,491	...	...	11,494
Secondary Schools.							
School education, general. For boys ... English	14,924	...	...	51,619	...	685	67,228
For boys ... Vernacular	10,925	...	...	3,697	...	...	14,622
„ girls ... English	...	...	...	...	...	...	...
„ girls ... Vernacular	...	...	...	...	...	...	...
Total	25,849	...	...	55,316	...	685	81,850
Primary Schools.							
For boys	4,765	...	...	...	...	...	4,765
„ girls	3,235	...	...	408	...	...	3,643
Total	8,000	...	...	408	...	...	8,408
Schools for Special Instruction.							
School education, special. Training schools for masters	12,752	3,800	...	...	...	...	16,552
Training schools for mistresses	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...
Medical schools	13,297	...	...	2,677	...	...	15,974
Engineering and Surveying schools	...	...	...	...	...	3,289	3,289
Other schools	...	...	...	...	...	...	...
Total	26,049	3,800	...	2,677	...	3,289	35,815
Buildings	18,255	...	...	...	...	...	18,255
Furniture and apparatus (special grants only)	1,517	...	...	...	...	1,662	3,179
Total	19,772	...	...	...	...	1,662	21,434
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts colleges	6,551	...	...	...	...	...	6,551
Professional colleges	...	...	...	...	...	...	...
Secondary schools	6,436	4,302	...	...	...	753	11,511
Primary schools	296	...	...	...	...	...	296
Medical schools	1,473	...	...	...	...	...	1,473
Technical and Industrial schools	80	...	...	...	...	570	650
Other schools	...	...	...	...	...	...	...
Hostel charges –							
Arts college	1,169	...	...	...	...	...	1,169
Secondary schools	3,311	...	...	...	240	...	3,551
Primary schools	...	...	...	...	...	...	...
Special schools	403	...	...	...	...	114	517
Miscellaneous	10,037	14	...	...	...	250	10,361
Total	29,836	4,316	...	...	240	1,687	36,079
Total Expenditure on Public Instruction	1,16,503	8,116	...	62,892	240	7,323	1,95,080

TABLE IV.

Province of Assam for the official year 1901-1902.

Public institutions.

Under public management.

Managed by Local Fund and Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,816	...	322	...	...	2,138	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,816	...	322	...	...	2,138	...	...	...	...	...	...	...
...	78,456	3,071	7,049	1,163	707	90,446	...	...	...	...	...	...	...
...	7,214	694	...	14	...	7,922	...	...	...	...	...	...	...
...	85,670	3,765	7,049	1,177	707	98,368	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	622	...	...	...	622	...	...	...	...	...	...	...
...	...	622	...	...	...	622	...	...	...	...	...	...	...
...	726	368	...	34	264	1,392	...	...	...	...	...	...	...
...	444	19	...	...	...	463	...	...	...	...	...	...	...
...	1,170	387	...	34	264	1,855	...	...	...	...	...	...	...
...	...	...	...	...	...	...

Return of Expenditure on Public Instruction in the

Objects of expenditure.	Public institutions						
	Under private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate education ... ... English ...	...	...	...	...	...	...	...
SECONDARY SCHOOLS.							
School education, general. — For boys ... English	6,064	22,257	120	37,688	14,477	2,103	83,009
For boys ... Vernacular	...	5,685	...	3,212	3,620	494	13,011
,, girls ... English	...	...	...	...	...	...	...
,, girls ... Vernacular	...	793	660	48	291	20	1,812
Total	6,064	28,735	780	40,948	18,388	2,917	97,832
PRIMARY SCHOOLS.							
For boys	8,880	74,004	609	21,417	6,958	49,642	1,61,510
,, girls	828	1,025	636	121	218	3,179	6,007
Total	9,708	75,029	1,245	21,538	7,176	52,821	1,67,517
SCHOOLS FOR SPECIAL INSTRUCTION.							
School education, special. — Training schools for masters	1,245	480	...	...	...	3,567	5,292
Training schools for mistresses	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...
Other schools	...	1,685	96	524	2,259	524	5,088
Total	1,245	2,165	96	524	2,259	4,091	10,380
Buildings	...	1,179	...	536	351	1,637	3,703
Furniture and apparatus (special grants only)	...	346	...	376	98	427	1,247
Total	...	1,525	...	912	449	2,064	4,950
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts colleges	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...
Secondary schools	3,883	4,899	...	...	...	...	8,782
Primary ,, ...	642	2,138	...	...	...	1,120	3,900
Medical ,, ...	...	...	...	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...
Other schools	1,246	220	...	...	...	...	1,466
Hostel charges—							
Arts colleges	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	56	160	216
Primary ,, ...	...	...	...	...	...	...	...
Special ,, ...	...	...	...	...	...	390	390
Miscellaneous	...	3,185	230	71	81	157	3,724
Total	5,771	10,442	230	71	137	1,827	18,478
Total Expenditure on Public Instruction	22,788	1,17,896	2,351	63,993	28,409	63,720	2,99,157

† Including Rs.
‡ Ditto Rs.
(a) From Pro
(b) Includes Rs.
(c) Paid in
(d) Including Rs. 1,274 from the
(e) Including Provincial

TABLE IV.—*continued.*

Province of Assam for the official year 1901-1902.

—*contd.* management. Unaided. Fees.	Subscriptions.	Endowments and other sources.	Total.	Total expenditure from Provincial Revenues.	Local Funds.	Municipal Funds.	All other sources. Fees.	Private.	Public.	Grand total.	Remarks.
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
869	...	3,501	4,370	7,003	...	...	5,360	3,501	....	15,864	
22,103	8,494	7,571†	38,168	20,988	22,257	480‡	1,11,410	31,450	1,820	1,88,405	
63	12	2	77	10,925	7,501	...	7,294	4,128	...	29,848	
89	...	858	947	...	...	...	89	858	...	947	
100	181	80	361	...	793	660	148	572	...	2,173	
22,355	8,687	8,511	39,553	31,913	30,551	1,140	1,18,941	37,008	1,820	2,21,373	
2,469	726	2,647‡	5,842	13,545	1,52,460	3,800	32,935	61,723	...	2,62,563	
...	548	267	815	4,063	8,239	1,330	529	4,226	...	18,387	
2,469	1,274	2,914	6,657	17,708	1,60,699	5,130	31,464	65,949	...	2,80,950	
...	256	...	256	13,997	4,280	...	...	3,823	...	22,100	
...	...	...	...	...	...	...	...	...	...	...	
1,675	...	...	1,675	...	...	...	1,675	...	...	1,675	
...	...	...	...	13,297	...	...	2,677	...	...	15,974	
...	...	...	...	...	...	...	...	3,289	...	3,289	
50	360	36	446	...	1,685	718	574	3,179	...	6,156	
1,725	615	36	2,377	27,294	5,965	718	4,926	10,291	...	49,194	
141	126	2,228	2,495	18,255	1,905	368	677	4,640	...	25,845	
144	87	1,139	1,370	1,517	790	19	520	3,413	....	6,259	
285	213	3,367	3,865	19,772	2,695	387	1,197	8,053	...	32,104	
...	...	...	...	26,490	...	...	1,171	...	...	27,661	
...	...	...	...	40,038	6,073	...	...	...	...	46,111	
...	...	...	1,351(a)	23,339(b)	...	...	...	...	...	23,339	
...	...	...	...	3,057(c)	...	...	...	...	...	3,057	
...	...	2,860	4,776(d)	11,613	9,843	...	...	3,613	...	25,069	
...	...	235	476(e)	974	2,342	...	...	1,356	...	4,672	
...	...	...	...	1,473	...	...	...	...	...	1,473	
...	...	...	118(a)	198	...	...	...	570	...	768	
...	...	...	142(a)	1,333	220	...	...	...	...	1,608	
...	...	...	...								
...	...	1,196	1,196	4,883	...	...	...	4,382	...	9,265	
...	...	996	996								
...	...	1,230	1,230								
7	59	828	3,712§	12,468	6,329	448	78	1,375	...	20,598	*Provincial Rs. 2,371 Local Rs. 267 Municipal Rs. 180
7	59	7,346	13,017	1,25,921	24,707	448	1,249	11,296	...	1,63,621	
27,710	10,349	25,675	70,819	2,29,611	2,24,617	7,823	1,63,137	1,36,098	1,820	7,63,106	

360 from the Municipal Funds of Shillong.
120 ditto ditto,
vincial Fund.
15,437 paid in Bengal.
Bengal.
Provincial Fund and Rs. 642 from the Local Funds.
Rs. 36 + Local Rs. 204.

Return of the Stages of Instruction of Pupils in Public Schools for

Class of schools.				Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.		
						Boys.	Girls.	Total.	Boys.	Girls.	Total.
1				2	3	4	5	6	7	8	9
SECONDARY SCHOOLS.											
For boys ...	Government...	English	... ...	12	2,879	655	...	655	708	...	708
		Vernacular	... ...	15	1,212	...	...	...	248	...	248
	Local Fund...	Vernacular	... ...	4	219	...	...	...	18	...	18
	Aided ...	English	... ...	63	5,598	334	...	334	949	...	949
		Vernacular	... ...	25	1,369	8	...	8	220	...	220
	Unaided ...	English	... ...	26	2,730	308	...	308	456	...	456
		Vernacular	... ...	1	20	...	...	...	4	...	4
Total				146	14,027	1,305	...	1,305	2,603	...	2,603
For girls ...	Aided ...	Vernacular	... ...	3	132	...	...	...	...	4	4
	Unaided ...	English	... ...	1	135	...	2	2	...	11	11
		Vernacular	... ...	1	41	...	...	...	...	...	...
Total				5	308	...	2	2	...	15	15
Total Secondary Schools				151	14,335	1,305	2	1,307	2,603	15	2,618
PRIMARY SCHOOLS.											
For boys ...	Government			29	669	...	...	...	...	...	...
	Local Fund			1,060	30,607	...	...	...	...	...	...
	Municipal			19	1,034	...	...	...	...	...	...
	Aided			1,452	44,420	...	...	...	3	...	3
	Unaided			216	6,484	...	...	...	...	...	...
Total				2,776	83,214	...	...	...	3	...	3
For girls ...	Government			1	10	...	...	...	...	...	...
	Local Fund			147	2,199	...	...	...	...	...	...
	Municipal			4	120	...	...	...	...	...	...
	Aided			30	750	...	...	...	...	5	5
	Unaided			19	427	...	...	...	...	...	...
Total				201	3,506	...	...	...	...	5	5
Total Primary Schools				2,977	86,720	...	...	...	3	5	8
Grand total				,128	101,055	1,305	2	1,307	2,606	20	2,626

TABLE V.

General Education in Assam at the end of the official year 1901-1902.

Upper primary stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Comprising all pupils who have not passed beyond the lower primary stage.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
562	...	562	951	2	953	1	...	1	2,877	2	2,879
274	...	274	623	1	624	66	...	66	1,211	1	1,212
41	...	41	137	3	140	19	1	20	215	4	219
1,320	2	1,322	2,931	12	2,943	50	...	50	5,584	14	5,598
291	1	292	777	2	779	70	...	70	1,366	3	1,369
749	6	755	1,161	42	1,203	8	...	8	2,682	48	2,730
5	...	5	11	...	11	...	...	...	20	...	20
3,242	9	3,251	6,591	62	6,653	214	1	215	13,955	72	14,027
...	12	12	...	116	116	...	...	...	...	132	132
...	33	33	...	89	89	...	...	...	...	135	135
...	4	4	...	36	36	...	1	1	...	41	41
...	49	49	...	241	241	...	1	1	...	308	308
3,242	58	3,300	6,591	303	6,894	214	2	216	13,955	380	14,335
12	...	12	603	7	610	41	6	47	656	13	669
109	...	109	24,916	645	25,561	4,791	146	4,937	29,816	791	30,607
7	...	7	967	12	979	48	...	48	1,022	12	1,034
895	14	909	36,196	3,436	39,632	3,613	263	3,876	40,707	3,713	44,420
26	1	27	5,258	271	5,529	881	47	928	6,165	319	6,484
1,049	15	1,064	67,940	4,371	72,311	9,374	462	9,836	78,366	4,848	83,214
...	...	...	5	5	10	...	...	...	5	5	10
..	...	...	147	1,712	1,859	4	336	340	151	2,048	2,199
...	...	...	...	120	120	...	...	...	...	120	120
...	25	25	136	533	669	16	35	51	152	598	750
...	8	8	39	321	360	...	59	59	39	388	427
...	33	33	327	2,691	3,018	20	430	450	347	3,159	3,506
1,049	48	1,097	68,267	7,062	75,329	9,394	892	10,286	78,713	8,007	86,720
4,291	106	4,397	74,858	7,365	82,223	9,608	894	10,502	92,668	8,387	1,01,055

EDUCATION, GENERAL

Return showing the Results of Prescribed Examinations in the

Nature of Examination.	Number of institutions sending examinees.			
	Institutions under public management.	Aided institutions.	Other institutions.	Total.
1	2	3	4	5
Arts Colleges—				
First Examination in Arts	1	...	1	2
Schools for General Education—				
Matriculation ... ... {Boys	10	6	7	23
{Girls	...	...	...	...
Middle English Examination ... ... {Boys	2	38	9	49
{Girls	...	1	...	1
Middle Vernacular Examination ... ... {Boys	16	30	1	47
{Girls	...	2	...	2
Upper Primary Examination ... ... {Boys	2	72	6	80
{Girls	...	3	1	4
Lower „ „ ... ... {Boys	541	622	33	1,196
{Girls	11	12	3	26
Schools for Special Education—				
1. Training School Examination for Masters ... ... {Upper	2	...	...	2
{Lower	16	2	1	9
2. Examination in Engineering	1	...	...	1

EDUCATION, GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on

Objects of expenditure.	Expenditure of Local Fund Boards on public									
	In institutions managed by Local Fund Boards.									
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.											
School education, general. For boys ... ... {English	...	...	...	...	...	...	...	...	...	...	...
{Vernacular	4	219	195	142	...	1,816	...	322	...	...	2,138
„ girls ... ... „	...	...	...	...	...	...	...	...	...	...	...
Total	4	219	195	142	...	1,816	...	322	...	...	2,138
Primary Schools.											
For boys	1,062	30,688	29,054	20,986	...	78,456	136	6,431	1,163	707	86,893
„ girls	147	2,193	2,147	1,484	...	7,214	307	...	14	...	7,535
Total	1,209	32,887	31,201	22,470	...	85,670	443	6,431	1,177	707	94,428
Schools for Special Instruction.											
School education, special. {Training schools for masters	...	...	...	...	...	...	...	...	...	...	...
{Other schools	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in {Secondary schools	...	...	...	...	...	...	...	...	...	...	...
{Primary „	...	...	...	...	...	...	...	...	...	...	...
{Other Special schools	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	726	80	...	34	264	1,104
Furniture and apparatus (special grants only)	...	...	...	...	...	444	11	...	...	...	455
Miscellaneous	...	...	...	...	...	2,763	...	...	...	...	2,763
Total	...	...	...	...	...	3,931	91	...	34	264	4,322
Grand total	1,213	33,106	31,396	22,612	...	91,419	534	6,753	1,211	971	1,00,888

TABLE VI.

Province of Assam during the official year 1901-1902.

Number of examinees.					Number passed.					Race or creed of passed scholars.							
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Buddhists.	Parsis.	Muhammadans.	Others.
												Brahmans.	Non-Brahmans.				
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
25	...	23	...	48	10	...	8	...	18	...	...	7	10	...	...	1	...
106	51	34	1	192	82	33	13	1	129	...	1	23	93	...	...	9	3
...	...	...	1	1	...	...	...	1	1	...	1	...	...	...	...	...	...
15	132	14	6	167	5	83	13	2	103	...	12	26	56	...	...	12	9
...	5	...	1	6	...	3	...	1	4	...	3	...	1	...	...	...	...
80	151	5	28	264	73	179	4	11	267	...	...	59	145	...	...	25	26
...	5	...	...	5	...	5	...	...	5	...	2	1	...	...	...	...	2
5	278	46	3	332	...	204	26	...	230	...	8	85	120	...	...	6	11
...	11	9	...	20	...	5	...	3	8	...	4	...	3	...	...	...	1
1,518	1,689	106	4	3,313	774	1,163	66	...	2,003	...	340	412	705	...	...	248	298
25	49	29	4	107	14	38	29	3	84	...	36	8	22	...	...	3	15
35	...	...	8	43	20	...	...	3	23	...	6	5	12	...	...	...	...
91	8	5	21	125	55	5	2	8	70	...	3	21	38	...	...	5	3
6	...	...	...	6	5	...	...	...	5	...	...	1	3	...	...	1	...

TABLE VII.

Public Instruction in the Province of Assam for the official year 1901-1902.

In institutions managed by			Total Local Fund expenditure on public instruction.	Expenditure of Municipal Boards on public instruction.													Total Municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.
				In institutions managed by Municipal Boards.										In institutions managed by				
The department.	Municipal Boards.	Private persons or Associations.		Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local Fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The department.	Local Fund Boards.	Private persons or Associations.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Rs.		Rs.	Rs.						Rs.	Rs.	Rs.	Rs.		Rs.		Rs.	Rs.	Rs.	Rs.
...	...	22,257	22,257	...	...	...	...	...	...	...	...	...	...	...	...	...	480	480	22,737
...	...	5,633	7,501	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,501
...	...	793	793	...	...	...	...	...	...	...	...	...	...	...	...	...	660	660	1,453
...	...	28,725	30,551	...	...	...	...	...	...	...	...	...	...	...	...	...	1,140	1,140	31,691
...	...	74,004	152,460	17	953	893	652	...	2,935	...	618	...	...	3,553	...	136	729	3,800	1,56,260
...	...	1,025	8,239	4	120	92	59	...	387	...	...	...	...	387	...	307	636	1,330	9,569
...	...	75,029	1,60,699	21	1,073	985	711	...	3,322	...	618	...	...	3,940	...	443	1,365	5,130	1,65,829
2,800	...	480	4,280	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,280
...	...	1,685	1,685	3	58	56	38	...	622	...	...	...	...	622	...	...	56	718	2,403
3,800	...	2,165	5,965	3	58	56	38	...	622	...	...	...	...	622	...	...	96	718	6,683
...	...	...	6,073	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,073
4,202	...	5,541	9,843	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,843
...	...	2,342	2,342	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,342
...	...	220	220	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	220
...	...	1,179	1,505	...	...	...	...	...	288	...	...	...	...	288	...	80	...	368	2,273
...	...	316	790	...	...	...	...	...	8	...	...	...	...	8	...	11	...	19	809
14	...	3,452	6,229	...	...	...	...	...	38	...	...	...	...	38	...	...	410	448	6,677
4,316	...	13,080	27,402	...	...	...	...	...	334	...	...	...	...	334	...	91	410	835	28,237
8,116	...	1,19,009	2,24,617	24	1,131	1,041	749	...	4,278	...	618	...	...	4,896	...	534	3,011	7,823	2,32,440

EDUCATION, GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1901-1902.

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from				
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
							Rs.		Rs.		Rs.
1. Managed by Government ...	18	311	47	174	19	71	4,883	...	354	...	5,237
2. Managed by Local or Municipal Boards	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...
4. Unaided	39	541	...	178	301	62	...	...	4,028	...	4,028

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Resolution on the Report on Public Instruction in Assam during the five years 1897-98 to 1901-1902.

Extract from the Proceedings of the Chief Commissioner of Assam in the General Department, No. 9606G., dated Shillong, the 17th December 1902.

Read—

The Report on Public Instruction in Assam during the years 1897-98 to 1901-1902.

RESOLUTION.

THIS report, which has been drawn up by Mr. Prothero, Officiating Director of Public Instruction, deals with the progress of education in Assam during the five years 1897-98 to 1901-1902. The salient feature of the quinquennium is the fall in the rapid rate of development which was exhibited by the five years preceding. Between the years 1891-92 and 1896-97 the total number of educational institutions in the province increased from 2,800 to 3,534, or by 26·2 per cent., and the number of pupils from 83,638 to 103,541, or by 23·8 per cent. In 1901-1902 the number of institutions had fallen to 3,426—a decrease of 3 per cent., as compared with the figure of 1896-97, while the number of pupils was 108,020, showing an increase of 4 per cent. only. This disappointing result is in great measure attributable to the effects of the earthquake of 1897, which wrought great destruction of property in several districts, and was followed by extensive floods due to the alteration of the surface of the country, which were productive of much unhealthiness and mortality, as well as deterioration of cultivated land. The effects of this calamity on educational progress are strikingly apparent in the statistics for the year 1897-98, when the number of pupils receiving instruction fell to 96,925. Since then there has been a steady but slow recovery.

Examination of the figures for different classes of institutions shows a marked advance in secondary education, the number of pupils attending public secondary schools having risen from 11,623 to 14,335, or by 23·33 per cent. Primary education, on the other hand, has remained almost stationary, the number of primary schools having fallen from 3,046 to 2,977, while the number of pupils attending them has risen from 84,267 to 86,720, or by 3 per cent. only. English instruction again has advanced much more rapidly than vernacular, the number of pupils learning English having risen from 7,967 to 10,334.

2. *University education.*—At the commencement of the period dealt with in the report, there was only one Arts College in the province, namely, the Murarichand Second-grade College maintained by Raja Girish Chandra Rai at Sylhet, which had 27 students on its roll. The scholarships given by the Administration on the results of the Entrance Examination of the Calcutta University were tenable at Bengal Colleges; and all students from the Assam Valley, as well as the majority of those from the Surma Valley, who continued their studies beyond the Entrance Standard, went to Bengal for the purpose. The number of Arts Colleges has now been increased to two, by the addition of the Cotton College at Gauhati, which was opened by Sir Henry Cotton, late Chief Commissioner of Assam, on the 17th June 1901. This is a Second-grade Government College, primarily intended for natives of the Brahmaputra Valley, to whom it has proved a great convenience. The junior scholarships, which are granted to natives of that valley passing the Entrance Examination in the first or second division, are tenable only at the Cotton College, and all other junior scholarships given in the province may also be held there. At the close of the year 1901-1902 there were 97 students reading at Arts Colleges in the province, 57 at the Cotton College and 40 at the Murarichand College, as compared with 27 in 1896-97. This comparison leaves out of account the students from Assam reading at Arts Colleges in Bengal, as to whom no reliable information is available.

The scholarships granted by the Administration for the encouragement of University education are on a liberal scale. The junior scholarships granted to natives of the Brahmaputra Valley and the Hill Districts are not subject to any limit of number, but are given to all students passing the Entrance Examination in the first or second

division. Thirteen junior scholarships are granted in order of merit to natives of the Surma Valley, and eight to students from schools in the Brahmaputra Valley and Hill districts who are not natives of those districts. These latter scholarships are intended for the encouragement of the children of Bengali and other immigrants. These scholarships vary in value from Rs. 10 to Rs. 20 a month, and in addition to them two special scholarships of Rs. 25 a month each are given annually to the two students from the province who obtain the highest aggregate number of marks at the Entrance Examination, provided they pass in the first division. All junior scholars from the Brahmaputra Valley and Hill districts, who pass the First Arts Examination, and all junior scholars from the Surma Valley, who pass the examination in the first or second division, within two years of passing the Entrance Examination, become entitled to senior scholarships of equal amount, which are tenable for two years at Arts Colleges in Bengal. During the three years 1900—1902, 38·98 per cent. of Assam students, who passed the Entrance Examination, and 46·85 per cent. of those, who passed the First Arts Examination, obtained scholarships. In Bengal the proportions were 4·86 per cent. and 4·20 per cent., and in the Central Provinces 20·25 per cent. and 12·41 per cent., respectively. The total expenditure incurred by the Administration on scholarships held in Arts Colleges amounted to Rs. 23,339 in 1901-1902, against Rs. 20,871 in 1896-97.

Exclusive of scholarships, the expenditure on the Cotton College in 1901-1902 amounted to Rs. 11,494, of which Rs. 4,491, or 39 per cent., was met from fees, and the balance, Rs. 7,003, from provincial revenues. The expenditure on the Murarichand College was Rs. 4,370, of which Rs. 869, or 20 per cent. only, was met from fees. The average cost incurred on account of each student amounted to Rs. 160 at the Cotton College, and Rs. 109 at the Murarichand College.

3. *High Schools.*—The number of Government High Schools has remained the same throughout the quinquennium under review. There has been an addition of one aided and one unaided High School, and the total number of such schools in the province is now 23, of which 10 are managed by Government and 13 are private institutions (6 aided and 7 unaided). The number of pupils attending High Schools has risen from 3,931 to 5,143, of whom 2,711 are at Government and 2,432 at private schools. At the beginning of the quinquennium there were 2,030 pupils at Government and 1,901 at private High Schools. While in regard to the number of pupils the Government High Schools have made the more rapid advance, private enterprise may be said to have taken a fair share in the promotion of higher school education. The increase in the number of pupils matriculating has not kept pace with the increased attendance at High Schools, the number for 1901-1902 being 129, as compared with 118 in 1896-97. As regards percentage of matriculations on number of candidates sent up, Government schools show a falling-off (from 81·2 to 77·3), aided schools an improvement (from 52 to 64), while unaided schools have shown very poor results in the past year, passing only 38 per cent. of candidates sent up, as compared with 52 per cent. in 1896-97. The expenditure from Provincial Funds on Government High Schools has fallen from Rs. 22,398 to Rs. 12,357, and on aided High Schools from Rs. 5,905 to Rs. 5,704. On the other hand, the amount realised from fees has risen in the former case from Rs. 38,649 to Rs. 50,875 and in the latter from Rs. 13,897 to Rs. 18,001. Two of the Government High Schools—those at Jorhat and Dibrugarh—are self-supporting, the fees yielding a small surplus to the Department, while two aided and four unaided schools are shown in the returns as entirely maintained from fees. The total receipts from fees of the private High Schools amounted to Rs. 35,041 only, the fees charged being much lower than in Government schools.

4. *Boys' Middle Schools.*—The popular desire for English education, almost irrespective of its quality, is illustrated by the statistics of Middle Schools, the number of Middle English Schools for boys having increased from 66 to 78, and the number of pupils attending them from 4,631 to 6,064. The increase has been confined to private schools, there being only two Government schools of this class, with 168 pupils, as compared with 3 schools and 241 pupils in 1896-97. Of the private Middle English Schools, 56 receive aid from Local Boards (34 being assisted by Boards in the Sylhet district) and one from the Manipur State, while 19 are unaided schools. Out of 57 aided Middle English Schools for boys in 1901-1902, 38 only sent up 132 pupils for the Middle English Examination, of whom 83 passed, while 9 unaided schools sent up 14 pupils, of whom 13 passed. These statistics indicate that the knowledge of English gained by the pupils of these schools is very far from extensive, but it suffices to assist them in obtaining minor clerkships, and perhaps in other ways. There can be no question of the demand for it. The total expenditure on Middle English Schools amounted to Rs. 77,703, of which Rs. 2,927

was contributed from Provincial Funds, Rs. 22,257 by Local Boards, Rs. 25,494 from fees, and the remainder from other sources. In 1896-97 the expenditure under this head from Provincial Funds was Rs. 3,712, and from Local Funds Rs. 19,704. In contrast to the figures for Middle English Schools, Middle Vernacular Schools for boys show a decline in number from 48 to 45, and in attendance from 2,985 to 2,820. There were 15 Government schools of this class in 1901-1902, 4 managed by Local Boards, and 26 private schools, of which 25 received aid from Local Boards, and one was unaided. The Middle Vernacular and the Middle English Examinations are identical, except that the former excludes English as a subject. The returns show 47 schools as having competed for the Middle Vernacular Examination in 1901-1902, but it is not clear how many of these were classed as Middle English Schools. According to the Return No. VI, 264 candidates competed at the Middle Vernacular Examination, but 267 are shown as having passed. Presumably some of the latter were candidates for the Middle English Examination, but this is not explained in the report. The total expenditure on Middle Vernacular schools for boys in 1901-1902 was Rs. 29,848, of which Rs. 10,925 were contributed from Provincial Funds, Rs. 7,501 from Local Funds, Rs. 7,294 from fees, and Rs. 4,128 from other sources. In 1896-97 the corresponding figures were Rs. 9,209, Rs. 8,019, Rs. 8,280, and Rs. 5,167, respectively.

5. *Boys' Upper Primary Schools.*—Boys' Upper Primary Schools have remained almost stationary. There were 104 of these schools with 4,346 pupils in 1901-1902, as compared with 107 schools and 4,120 pupils in 1896-97. There is only one Government school of this class. Of the remainder, four receive aid from Provincial Funds, 92 from Local Funds, and seven are unaided. Eighty Upper Primary Schools for boys competed at the last Upper Primary Examination, presenting 332 candidates, of whom 230 passed. The total expenditure on schools of this class in 1901-1902 was Rs. 25,600, of which Rs. 785 were paid from Provincial and Rs. 10,572 from Local Funds and Rs. 6,252 were contributed in fees.

6. *Lower Primary Schools.*—In an almost exclusively agricultural province like Assam, the provision of instruction for the children of the peasantry in village Lower Primary Schools is a question of very great importance. Hitherto the policy of the Administration has been rather to recognise and subsidise indigenous schools than to establish Government schools. With a few exceptions, the schools shown in the returns as being under public management are really indigenous schools, which receive aid from Local Bodies in the form of small fixed salaries paid to the teachers. Judged by the number of schools and of pupils attending them, this policy may be said to have achieved fair results. During the five years from 1891-92 to 1896-97, there was a great expansion of Lower Primary education, the number of schools having increased from 1,978 to 2,491 and the number of scholars from 56,480 to 70,197. At the end of the year 1901-1902, the number of schools was 2,672 and the number of pupils 78,868. On the other hand, it must be admitted that the quality of these schools leaves very much to be desired. The teachers are generally inefficient, the salaries offered being much too low to secure the services of competent men. The average earnings of Lower Primary schoolmasters do not exceed Rs. 6 a month. The arrangements for training teachers are also unsatisfactory. A large proportion of those employed are without any certificate, and the *guru* training classes, at which certificates are obtained, have been unfavourably reported on. The schools are often very poorly housed, and quite unprovided with furniture or apparatus. The effects of these unfavourable influences are seen in the results of the teaching. Out of 2,672 Lower Primary Schools in 1901-1902, only 1,196 sent up pupils to the Lower Primary Examination. The number of candidates was 3,313, of whom 60 per cent. passed. An excessive proportion of the pupils in these schools are in the fourth class learning the alphabet, and it is to be feared that large numbers do not advance further, as many of the schools are ephemeral ventures, which close after a short existence, and swell the returns of schools and scholars, but do little or no real good.

An illustration of the unsatisfactory results of lower primary education in the province is to be found in the fact that in certain districts, where the proportion of boys at school to those of school-going age is comparatively high, the proportion of males knowing how to read and write to male population as shown by the recent census is low, and has actually decreased since 1891. Thus, in Sibsagar, where 24 per cent. of boys are at school, the proportion of male literates has fallen from 57 to 51 per thousand. In Sylhet the proportion of boys at school is 21·39 per cent., but only 66 males out of every 1,000 know how to read and write, as compared with 69 in 1891. The expenditure of Local Boards on primary education shows an increase of 5 per cent. only during the quinquennium. During the previous five years it increased by 28 per cent.

7. The improvement of Lower Primary education has engaged a large share of Mr. Fuller's attention since he took charge of the province. The main lines of reform required in accordance with the Resolutions of the Educational Conference, which sat at Simla in September 1901, were laid down in a Resolution issued by Sir Henry Cotton shortly before he made over charge. They included a general increase in the pay of teachers of Lower Primary Schools, conditional always on increased efficiency, the abolition of the system of paying teachers according to the results of examinations, and the substitution of a scale of fixed salaries supplemented by capitation grants, the rates of salary and capitation grant being dependent on the results of inspections. Mr. Fuller is strongly of opinion that any financial assistance to be effective must be discriminating, and that an all-round increase in the emoluments of teachers, irrespective of their capacity or of their work, would be quite unjustifiable. He has accordingly requested the Director of Public Instruction to submit, in communication with the Chairmen of Local Boards, proposals for each subdivision in accordance with a scheme outlined by him, so as to draw a marked distinction between certificated and uncertificated teachers, and also to differentiate in each of these classes according to the qualifications of the master and his character for good work. It is further proposed to graduate the amount of capitation grant according to the success of the teaching as shown by the progress made by the boys in winning their way from class to class. The Director's proposals, when received, will be carefully considered by the Chief Commissioner, who will then decide what grants from Provincial Funds it will be necessary to allot to the several Local Boards in order to enable them to carry the scheme into effect.

8. *Training Schools.*—The improvement of the arrangements for the training of teachers has also been under consideration. Table XCIV of the Officiating Director's report shows 18 Government Training Schools in existence, but of these, 12 are merely *guru* training classes attached to Middle Schools. These training classes are reported to be generally inefficient, and the Chief Commissioner has a great distrust of special "normal" instruction, unless it is in highly-trained hands. He has decided, therefore, to abolish the *guru* training classes, and to substitute for them a system of paid apprenticeships in Middle Schools. No one will be admitted as an apprentice for a Lower Primary teachership, unless he has passed the Lower Primary standard, and no one as an apprentice for an Upper Primary teachership unless he has passed the Upper Primary examination. For the training of Middle Vernacular teachers the existing training school at Gauhati will be retained, but the requirements of Middle Schools in the Surma Valley will be supplied by apprenticeships, to which none but men who have passed the Middle Standard will ordinarily be admitted. It is proposed, if possible, to attract apprentices with higher educational qualifications than those laid down by offering in their case increased allowances, and shortening the term of apprenticeship, which will ordinarily be two years.

9. *Technical Schools.*—The most successful institution for technical instruction in the province is the Berry-White Medical School, which was opened in June 1900, and has now 70 students on its roll. The course of instruction extends over four years, and out of 51 students of the first year, 40 were promoted to the second year's course.

The measures taken by the Administration to encourage Engineering studies have hitherto been productive of disappointing results. Under the rules in force, the senior scholarships awarded on the results of the First Arts Examination may be converted into Engineering scholarships tenable for five years at the Sibpur Engineering College. Six scholarships tenable in the Mechanical Apprentice Department of the Sibpur College, the instruction in which leads up to Overseers' certificates, are offered annually to natives of the province passing the Entrance Examination, besides two scholarships tenable at the Williamson Artizan School at Dibrugarh, which teaches up to the Sub-Overseers' standard. For the mechanical apprentice scholarships offered at Sibpur there is little competition. During the five years 1893-94 to 1898-99 twelve of these scholarships were taken up, but only seven of the holders have obtained Overseers' certificates—a very poor result. The working of the Williamson Artizan School has also been unsatisfactory, and it seems that the demand for men of the Sub-Overseer class in Assam is insufficient to justify the maintenance of a special Provincial School of elementary engineering. It appears to the Chief Commissioner that the funds available from the Williamson bequest, as well as the expenditure from Provincial revenues for this purpose, might, with more advantage, be devoted to the establishment of scholarships tenable at an efficient Engineering College elsewhere, and as Rurki offers this great advantage, that its course qualifies for admission to the superior grades of the Public Works Department (from which natives of the

province are now practically excluded), means of facilitating the admission of Assamese students to it are under consideration. A certain number of stipends are granted each year from the Williamson bequest and from Provincial funds to boys entering the Railway workshops at Dibrugarh and Tezpur for practical training as mechanics. This arrangement appears to have borne distinctly good fruit in adding to the supply of skilled artizans, for which there is a demand on tea gardens.

10. *Female education.*—The tables given in Chapter IX of the report show that female education has remained stationary during the quinquennium. The number of girls under instruction is 8,413 only, or 1·97 per cent. of the female population of school-going age. It is noticeable that out of 3,008 girls attending girls' Lower Primary Schools, 1,706 are found in Sylhet, and 304 in the Khasi and Jaintia Hills. These results are due in the one case to the efforts of the Sylhet Union, an association formed for the promotion of female education: in the other to the Welsh Calvinistic Mission.

Education of special classes.—The work of this Mission in the Khasi and Jaintia Hills shows the most conspicuous results which have been attained in the promotion of education among hill tribes. According to the returns furnished, the Mission has four Middle English, 3 Upper Primary, and 309 Lower Primary Schools for boys, with a total attendance of 5,891 pupils, besides one Middle English, two Upper Primary, and 19 Lower Primary Schools for girls. A contribution of Rs. 6,000 a year is made from Provincial funds towards the Mission schools, the expenditure on which from subscriptions, endowments, etc, is returned as Rs. 57,864. The High School and the Training School for teachers at Shillong, which are maintained by Government at an annual cost of Rs. 5,800, are managed by the Mission. Valuable service has also been rendered by the American Baptist Mission in the education of the Garos and Nagas, and a start has been made in the Lushai Hills, where there are three Government primary schools with 141 pupils and an aided Middle School, conducted by the Welsh Mission with 108 pupils.

Physical and moral training.—On the subjects of discipline and moral training very little information is furnished in the report. It is stated that the most common instances of misconduct are attempts to gain unfair advantage at public and school examinations. A few instances of graver misconduct are quoted, which appear to have been suitably dealt with, but no inference can be drawn from them as to the state of discipline in the schools as a whole. It was reported in 1895-96 that physical exercise then formed part of the regular course of instruction in all Government High and Middle Schools situated at headquarter stations, but the present report does not show what progress has been made in extending it to other schools. Cricket and football are regularly played at some High Schools: but others have no play grounds attached to them. Steps are being taken to introduce the Indian methods of gymnastic training, which have proved successful in other provinces and were recommended for adoption by the Directors of Public Instruction who met at the Simla Educational Conference.

By order of the Chief Commissioner of Assam,

F. J. MONAHAN,

Secretary to the Chief Commissioner of Assam.

A. S. P. O. (Genl.) No. 539—330—19-12-1902.

REPORT

ON THE

PROGRESS OF EDUCATION

IN

EASTERN BENGAL AND ASSAM

DURING THE YEARS

1901-02—1906-07.

Volume I.

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No. 908.

FROM

H. SHARP, ESQ., M.A.,
DIRECTOR OF PUBLIC INSTRUCTION,
EASTERN BENGAL AND ASSAM,

To

THE CHIEF SECRETARY TO THE GOVERNMENT OF
EASTERN BENGAL AND ASSAM.

Shillong, the 21st October 1907.

SIR,

I HAVE the honour to submit the Quinquennial Report on Education in the Province of Eastern Bengal and Assam for the period 1901-1902 to 1906-1907 inclusive. The Report was due on August 15th. In view of the difficulties experienced in compiling the Report for the new province, and the exigencies of my rains tour, a delay of at least a month was asked for and granted The Report was ready in type within that month. But the receipt of orders to submit it in print has caused a further delay.

2. It was found impossible to separate the figures for Malda district and Darjeeling, previous to the year 1905-1906. Hence the figures for Malda have been excluded, and those of Darjeeling included, up to that year.

3. I have included, with very slight changes, monographs on the subjects dealt with in various sections of the Report, as prescribed in the letter from the Home Deparment, Government of India, No. 456 (Education), dated the 25th June 1906. But not all the monographs suggested in my No. 653, dated the 20th September 1906, find a place in the Report. In some cases, it was found that the ground covered by the monograph was already treated of, in the body of the Report. Others, though excellent in themselves, were not of a nature fully suitable for an official report. It is to be particularly regretted that no monograph on the subject of Technical Education has been included. The late Mr. Arnold was entrusted with this work. After his death, no trace of his monograph could be found ; and it was then too late to have the subject treated by any one else.

4. The verification of accounts prescribed in paragraph 4 of the letter from the Home Department, Government of India, No. 456 (Education), dated the 25th June 1906, will be found in paragraph 27 of the Report.

5. A special officer, Mr. J. N. Roy, was deputed to this office to assist in the writing of the Report. The Report is substantially his work, supervised and added to by myself. Mr. Roy has carried out his work with diligence, enthusiasm, and, I trust, success, and I am much obliged to him for the great assistance he has rendered me.

I have the honour to be,

SIR,

Your most obedient servant,

H. SHARP,

Director of Public Instruction.

E. B. & A. S. P. O. (Edn) No. 81—690—20-11-1907.

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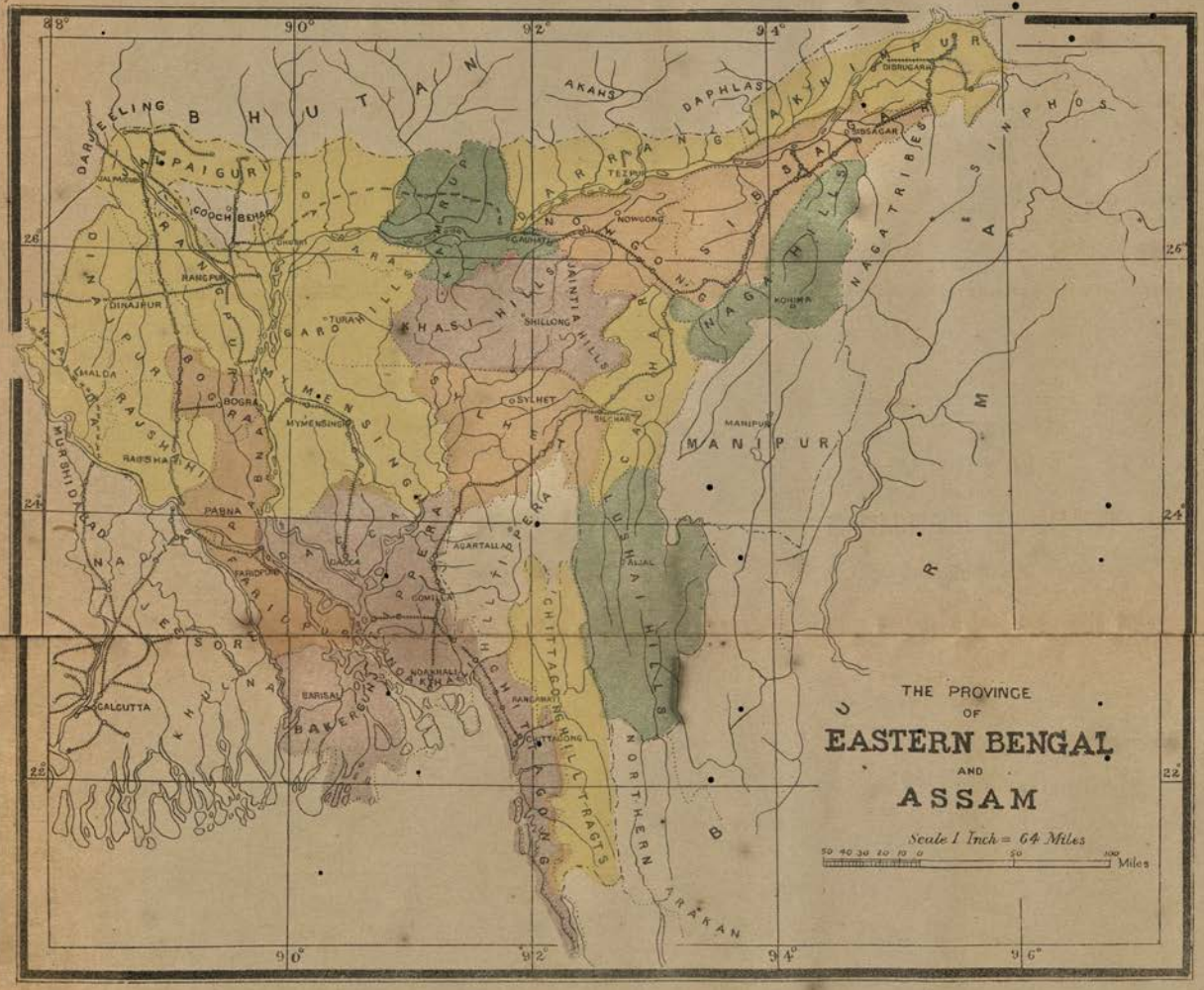
MAP OF THE PROVINCE OF EASTERN BENGAL AND ASSAM.

SHOWING THE

PERCENTAGE OF CHILDREN UNDER INSTRUCTION. IN 1906—07.



Excludes Schools for Europeans

REFERENCES

Percentage of boys and girls of School going age who are under Instruction.

20 Per cent and upwards ....

15 To below 20 per cent .....

10 To below 15 " " .....

Below 10 " " .....

MAP OF THE PROVINCE OF EASTERN BENGAL AND ASSAM.

SHOWING THE

PERCENTAGE OF BOYS IN THE SECONDARY STAGE OF INSTRUCTION

IN 1906-07.

THE PROVINCE
OF
EASTERN BENGAL
AND
ASSAM

Scale 1 Inch = 64 Miles

50 40 30 20 10 0 50 100 Miles

Excludes Schools for Europeans

REFERENCES

Percentage of boys of School going age who are in Secondary stage of Instruction.

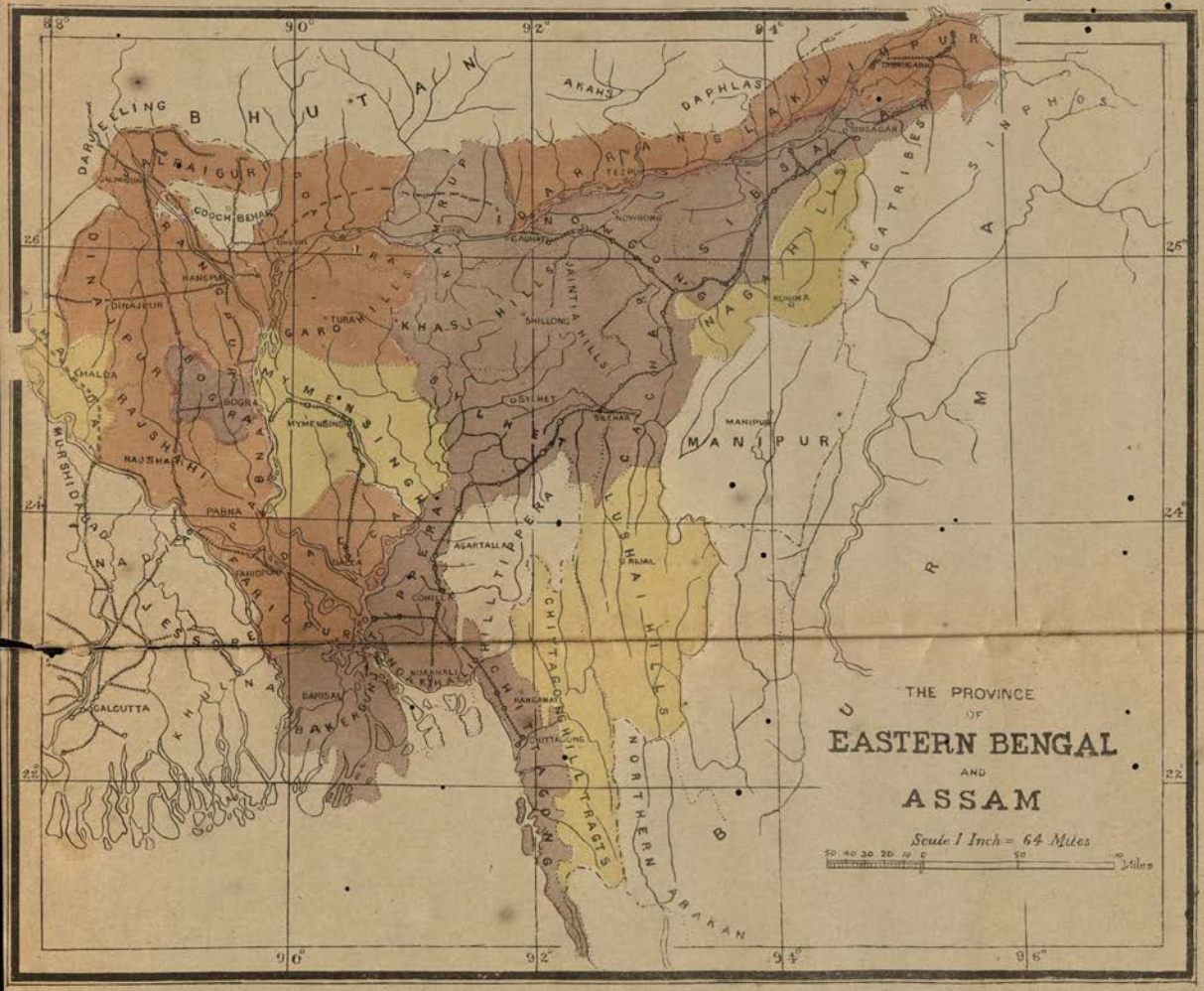
5 Per cent to below 10 „ „

2½ Per cent to below 5 „ „

Below 2½ per cent „ „

MAP OF THE PROVINCE OF EASTERN BENGAL AND ASSAM.

PERCENTAGE OF BOYS IN THE PRIMARY STAGE OF INSTRUCTION IN 1906-07.



Excludes Schools for Europeans

REFERENCES

Percentage of boys of School going age who are in Primary stage of Instruction.

20 Per cent and upwards ....

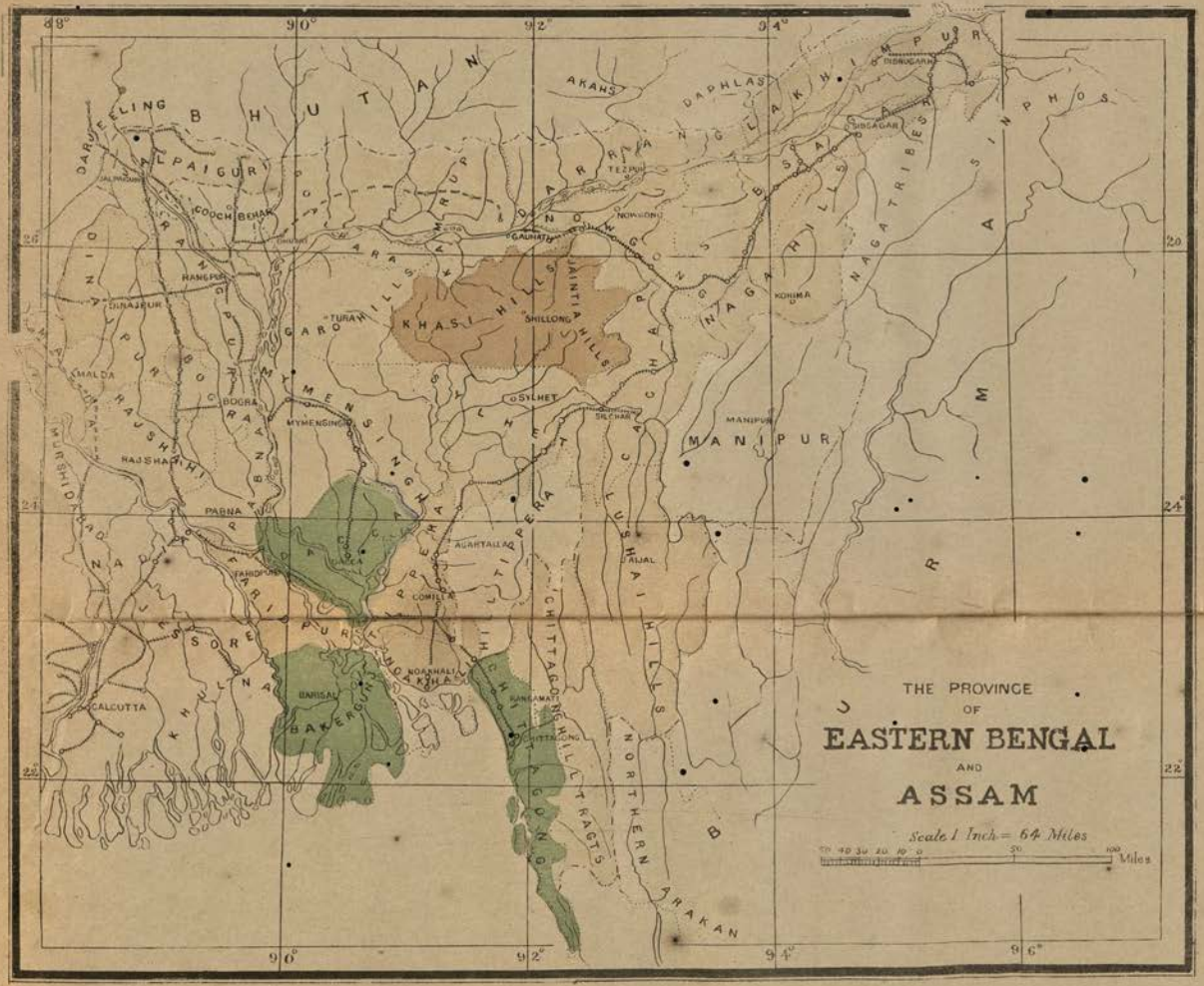
15 To below 20 per cent.....

10 To below 15 .....

MAP OF THE PROVINCE OF EASTERN BENGAL AND ASSAM.

SHOWING THE PERCENTAGE OF GIRLS UNDER INSTRUCTION IN PUBLIC INSTITUTIONS

IN 1906-07



Excludes Schools for Europeans

REFERENCES

Percentage girls of School going age who are under Instruction in Publice Institutions.

15 To below 20 per cent .....

5 per cent to below 10 .....

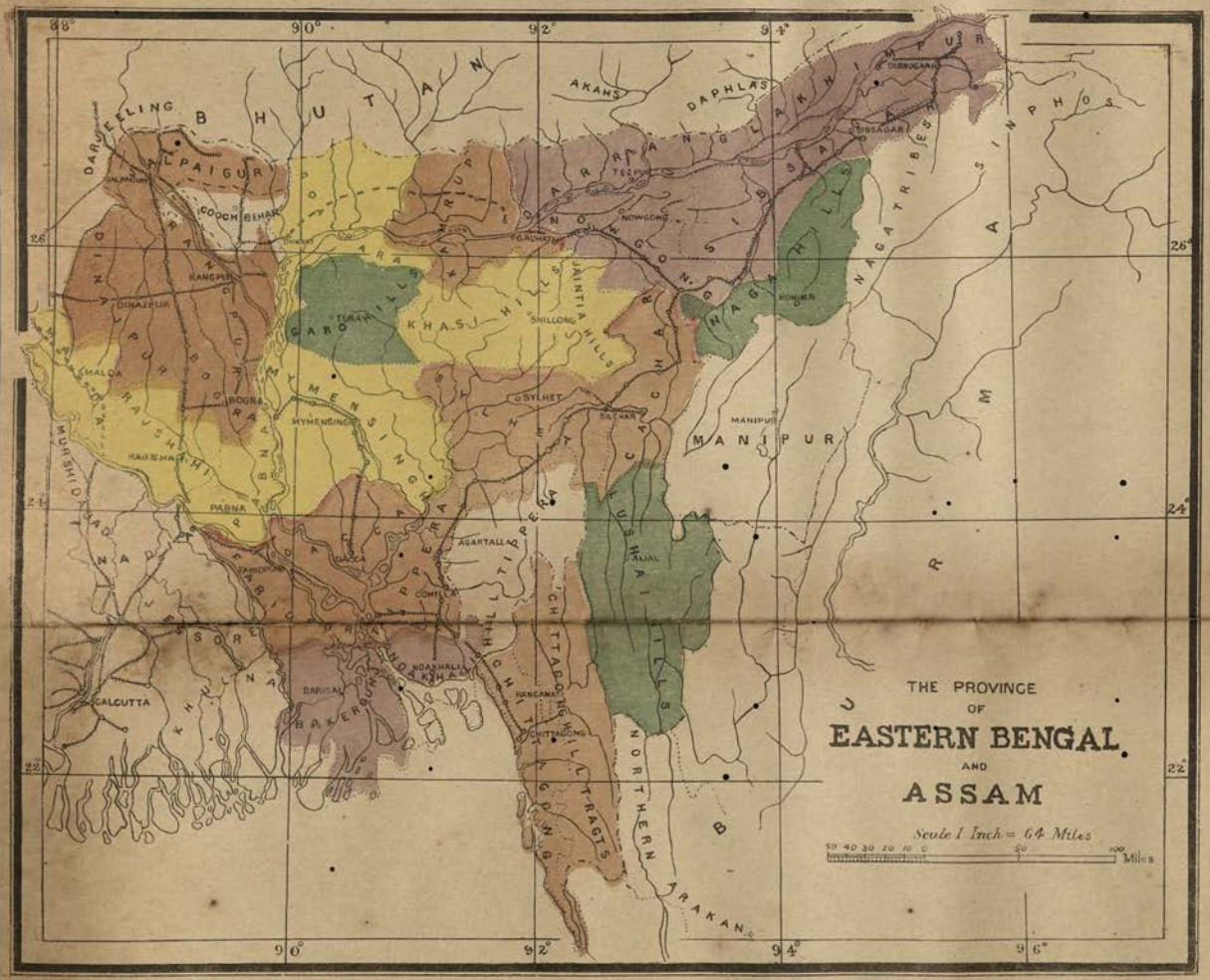
2½ per cent to below 5 .....

Below 2½ per cent. .....

MAP OF THE PROVINCE OF EASTERN BENGAL AND ASSAM.

SHOWING THE

PERCENTAGE OF MUHAMMADAN BOYS UNDER INSTRUCTION IN 1906 – 07.



Percentage of Muhamadan boys of School-going age who are in Schools of all kinds.

Over 40 per cent .....

20 to below 40 per cent .....

10 to below 20 ,, ,, ...

below 10 ,, ,, ...

REPORT

ON THE

PROGRESS OF EDUCATION

IN

EASTERN BENGAL AND ASSAM

DURING THE YEARS

1901-1902—1906-1907.

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY.

CHAPTER I.

PRELIMINARY.

A.—*Introductory.*

Scope and period covered by the Report.

The creation of the new Province of Eastern Bengal and Assam, on the 16th October 1905, brought under the general control of one department two systems of education, one of which had sprung up in the thickly populated districts of Eastern Bengal, while the other had been evolved for the scattered and highly heterogeneous races who inhabit the two valleys and the mountain ranges of Assam. "The former," as was remarked by the Director of Public Instruction in his Report for the year 1905-1906, "is largely a spontaneous growth, decentralised, lightly controlled—indeed, by reason of the proportions it has attained, almost beyond control. The other is the result of a scheme devised for a small and backward province, controlled by the State or by Local Bodies a scheme which has nevertheless produced what cannot be characterised as other than highly popular course of secondary instruction." The circumstances and conditions which prevail in the two portions of the province being thus different, it has been found necessary to adopt these two systems intact. The attempt to amalgamate them (so far as that may be desirable) will be a work of time; and this, the first Quinquennial Report on Education in the Province of Eastern Bengal and Assam, will review the progress of education in each portion of the province during the period 1901-1902 to 1906-1907 (inclusive), indicating the salient features in each division of educational work, and the tendencies shown in various directions of educational development.

B.—*Outline of School Organisation.*

Grades of Public Institutions for general education.

2. Broadly speaking, the system of education administered in this province operates through three grades of institutions: primary schools, secondary schools and colleges. Primary schools give the vernacular education to the mass of the population, secondary schools give a complete school education either in English or the vernacular and colleges train students for the degrees of the Calcutta University.

Grades of schools.

3. There are four grades of schools for general instruction:—(1) High English schools, (2) middle schools, subdivided into middle English and middle vernacular, (3) upper primary schools, and (4) lower primary schools. But, as a rule, a school of any grade includes all the stages of that of a lower grade. Thus a high school generally includes the entire course of a middle or a primary school, and a middle school the entire course of a primary school. (In Assam, however, there is a certain amount of telescoping of the lower classes in schools of higher grade.) Besides these, there are schools for special education, such as training schools for vernacular masters and primary school teachers, schools of engineering, technical schools, schools of Arts and Commerce, medical schools and schools of Oriental learning.

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4. The course of studies in a lower primary school extends, in Eastern Bengal, over a period of five years; in an upper primary school seven, and in a middle school, nine years; but in most cases these periods are decreased by one year, owing to the fact that a child passes through the two bottom classes of the infant section in a single year. In Assam, the periods, largely owing to the telescoping alluded to above, are shorter by one, two and two years, respectively.

Length of stages and age of pupils in each grade.

A Hindu boy of average intelligence, beginning his education at the age of five years, is expected to finish the lower primary at eight or nine, the upper primary at ten or eleven years of age, the middle course in a further two years, and the high school stage, which has four classes above the middle stage, in yet another four years. It is not, therefore, possible for him to compete for the Matriculation Examination before he is sixteen or seventeen years of age. Muhammadans, on the average, probably take one or two years longer in all stages, owing to the general backwardness of the community and to the fact that a two years' course of Koran reading necessarily prefaces the education of a large portion of their number.

C.—*General Policy of Education.*

5. It will, perhaps, be universally admitted that the system of education, inaugurated 50 years ago and followed up to the beginning of the period under review, has substantially raised the moral and material standard of the country. But it is also impossible to deny that the system is marred by defects, and vitiated by abuses, which have impaired its usefulness, and have given birth to a tone of mind and to a type of character, ill-regulated, averse to discipline and discontented. Tentative measures had from time to time been adopted to remove or remedy these defects, but it was not until this quinquennium that a vigorous policy of expansion and reform in every branch of education was initiated.

6. Of the defects that had crept into the system, the worst was probably the undue multiplication of examinations. "Examinations," as Lord Curzon remarked, "are being carried to excess in most civilized countries, and cramming, which is their inevitable corollary, is generally recognised as a universal danger. But in India we appear to have pushed the method to an excess greater than I have come across in any country with the exception of China. We examine our boys from childhood to adolescence, and we put a pass before them as the *summum bonum* of life". Teachers were carried away by the same error as their pupils and, instead of giving a solid and well grounded education to the students committed to their care, thought only of preparing them for their next examination. The result has been the abnormal development of memory in preference to all other faculties of the mind. This state of things demanded a most drastic remedy. All public examinations— primary, upper primary, middle English and middle vernacular—were consequently abolished in both portions of the province, and in their place were substituted examinations *in situ* held, in Assam, by the inspecting agency and in Eastern Bengal, by the masters and managers of schools. The change of system appears to be working well in Assam. In Eastern Bengal there appears to be too little check upon the privately conducted test,—the so-called primary examination—the new system has not secured popular confidence; teachers are naturally prone to pass their pupils in a somewhat slipshod way; and there is distinct danger of the general standard of education being lowered by the admission (which it is often difficult to deny) of unripe pupils into our high schools.

Examinations.

7. The demoralising tendencies, which the frequency of public examinations engendered, were encouraged to a very large extent by the practice of assessing grants to aided schools according to the results of these examinations. The system was advantageous in this that it afforded the most direct stimulus that could be given to a teacher; but, on the other hand, it disorganised the finances of schools by reason of fluctuations in the grant; it ignored the work done by teachers for dull and backward pupils, and it led to boys being educated solely with a view to passing examinations, and consequently to cramming. It was accordingly replaced, in both portions of the province, in 1902-1903 by more equitable tests of efficiency. In Eastern Bengal it was decided to remunerate a village school master in the shape of a small subsistence allowance, supplemented, at the end of the year, by a further allowance, depending on the number of pupils in attendance, the nature of the instruction given and the general character of the schools as ascertained by the Local Board members and Inspecting Officers. The system adopted in Assam was somewhat different. In that province the lower primary schools were taken under the direct management of the Local Boards

Grants-in-aid.

and three grades of teachers were constituted on fixed pay. In addition, a capitation grant was allowed to each school, calculated on the average attendance of pupils, and the payment of both was made contingent on the inspection reports being satisfactory in respect of the following tests:—

(*a*) The suitability of the instruction to the circumstances of the children and the neighbourhood.

(*b*) The thoroughness and intelligence with which the instruction is given.

(*c*) The sufficiency and suitability of the teaching staff.

(*d*) The discipline and organisation.

(*e* The state of repair of the school-house, and its equipment with necessary furniture.

Primary and Secondary Education.

8. While the aim of education was thus diverted to a healthier channel, steps were taken not only to raise the standard of education at large but also to extend its scope and to improve the means of imparting it. So far back as the year 1883 the Education Commission had recommended that "elementary education of the masses, its provision, extension and improvement should be that part of education to which the strenuous efforts of the State should be directed in a larger measure than before." Though this principle had generally been accepted and acted upon not only on general grounds but also because, with the social and economic progress of the country, lack of knowledge was a more serious disadvantage to the people themselves, primary education had hitherto received insufficient attention chiefly owing to the lack of funds. Large grants from Imperial and likewise from Provincial Revenues were, therefore, placed during the quinquennium in the hands of Local Bodies in both portions of the province with a view to extend this branch of instruction. At the same time a committee of educational experts was appointed by the Government of Bengal to draw up a scheme of education, secondary and primary, "designed more to develop the minds of the boys than to practise and strengthen their memories". The report of the Committee has thus been summarised in Resolution No. 1 of the 1st of January 1901:—

The Committee came to the conclusion that the aims of the Government could only be fulfilled by the introduction of the methods originally put forward by Froebel, and now known under the name of Kindergarten training. Under that system children are trained and not taught in the ordinary acceptation of the word. They are so trained as to do and learn things of themselves. They are encouraged to feel that each one possesses a certain amount of innate intelligence and initiative, the gradual development of which depends on the child himself and his personal activity. They are led to see that eyes, ears and hands all help in the acquiring of knowledge, and these are the channels through which under that system all first knowledge is acquired. Closely allied with the methods of Kindergarten teaching is the so-called object-lesson teaching; and it was the opinion of the Committee that object-lessons must be insisted on if habits of observation are to be fostered, and that they should be made a means for mental exercise and not merely a method of imparting miscellaneous or even valuable information. The Committee remarked that Kindergarten training may be an expensive and elaborate form of education, and that the "Gifts of Froebel," the appliances with which the system is ordinarily carried out in European schools, were beyond the means of Indian schools. They asserted, however, that a form of Kindergarten could be devised for India, which would be suitable to the circumstances and local conditions of the pupils, and which would yet entail little or no expenditure. They advised that the principles they recommended should be worked out on more or less new lines with the use of objects already to be found in almost every primary school. They proposed that the first years of a child's life, from about five to seven, should be devoted almost entirely to training the senses and powers of observation. Then would begin the strengthening and development of the memory and reasoning powers. They were of opinion that object-lessons should be a prominent part of the teaching of all classes up to and including the lower primary stage, and that the various subjects taught up to the upper primary stage should be treated, as far as possible, as object-lessons. Guided by these views, the Committee prepared a syllabus. Briefly, it was proposed that freehand drawing and drill should run through the whole course. Manual training for boys should begin in the A class of the lower primary, while needlework for girls should begin in class B of the lower primary. A simple reading course was arranged as follows: —For boys in town schools, some elementary notions of the simplest facts and principles of Botany, Natural History, Hygiene, Physical Science, and Chemistry; for boys in country schools, a similar course, only with agriculture substituted for Physical Science and Chemistry; for girls in both town and country, a similar course of Botany, Natural History, and Domestic Economy only; the Readers were to be written in the most simple and comprehensible language, and to be illustrated and explained as far as possible by means of object-lessons. In the writing course the forms of simple documents which are commonly used by *raiyats* were to be introduced as exercises. Mensuration was to include a course of simple practical Geometry. In the two highest standards Euclid was introduced as an alternative, instead of, as at present, a compulsory subject. Under the head of Literature and Poetry the subject of moral training was to be considered in the selection of pieces.

PRELIMINARY.

The course of instruction, as recommended in this report, was gradually introduced during the quinquennium in all middle, upper primary and lower primary schools of Eastern Bengal with the following modifications :—

(1) A literature book was prescribed for the upper primary course ;

(2) the course in grammar for the upper primary and middle vernacular standards was extended ;

(3) that for History and Geography was increased, and

(4) Manual training was made optional.

In Assam the same principle was accepted, and a curriculum, drawn up to suit the requirements of the children of that portion of the province, was prescribed. This course has now been universally adopted.

Vernacular basis of Education.

9. One of the objections raised to the scheme thus adopted was, that it might result in considerable damage being done to vernacular education by accentuating the already existing tendency, on the part of parents, to send their children to high schools at the very commencement of their school life. These schools were conducted on what was called the English basis, which meant that even in the lowest classes English was exclusively employed as the medium of instruction, or, to express the same fact in other words, a child was taught the rudiments of Geography and History through English sentences and English explanations before he had mastered the language for himself. The result was disastrous not only to his knowledge of English but also to the true purpose of education. "A system," so ran the well known Resolution of the Government of Bengal on Vernacular education, "which debars young students from an early training in their own vernacular cannot but be wrong. Where instruction is given from the very commencement of a child's attendance at school in a foreign language the result could only be what it has proved to be that the pupil learns merely by rote without, in most cases, obtaining any intelligent grasp of the meaning of what he is being taught, and if education is to be on a sound basis, we must revert without delay to the system from which we have so rapidly and almost unconsciously departed." The vernacular was, accordingly, made the vehicle of instruction in all Government schools throughout the province and the observance of the same rule was made a condition of grant-in-aid to all high schools. At the same time, to encourage vernacular instruction in private schools, it was directed that students in lower classes of high and middle schools, corresponding in educational standard to similar classes in middle and primary schools, should be allowed to compete for middle and upper primary scholarships on the same terms as students in middle and upper primary schools. This last provision was abrogated in Assam about the year 1905, but (though its abrogation here also is contemplated) is still in force in Eastern Bengal. These efforts to preserve the vernacular basis of education have not been wholly successful. The infant classes in State and State aided secondary schools have (partly by reason of this very insistence on the vernacular, partly from other causes) become much depleted, and in some cases non-existent ; while those in unaided schools, where English is often taught from the earliest stages, are popular. At the same time, English has, in Eastern Bengal, been made an optional subject in middle vernacular schools. There is, in fact, a strong, and not unnatural, tendency, among certain sections of the community, to minimise instruction in the mother-tongue, and to devote as much as possible of the pupil's time to the acquisition of English. Such a tendency must result in neglect of one of the most truly educative parts of instruction— that, namely, in the mother-tongue ; in an imperfect (because imperfectly understood) knowledge of *Realien* ; and in the insecure laying of what may be called the foundations of linguistic sense. Much may be hoped from the inclusion by the University of vernacular composition as a portion of its courses. But practical insistence on the proper study of the vernacular in the lower classes is also very necessary. A slightly modified and lightened curriculum, and the introduction (through the establishment of a training college) of more scientific and less laborious methods of imparting instruction in Engtish, will go far to remedy this state of affairs.

Collegiate Education.

10. The measures which have been taken to improve collegiate education attempt to combine with the obligatory features of an Indian University some portion of the advantages and the influence of Western institutions. These will be discussed in detail in Chapter IV ; and it will be sufficient to mention here that they authorise the University to make suitable arrangements for University teaching ; provide for the systematic inspection of the teaching given in colleges ; define the duty of the University not only to demand a high educational standard from any new college that desires to be affiliated but also to enforce a similar standard in colleges already affiliated ; and

require that a college applying for affiliation must satisfy the University and the Government that its teaching staff is adequate for the courses of instruction undertaken ; that its building and equipment are suitable; that due provision is made for the residence and supervision of the students ; that its financial resources are sufficient, and that its affiliation will not be injurious to the interests of education or discipline. They also lay down rules as to how instruction should be imparted, and finally revise the curricula for all examinations.

Female Education.

11. The spread of female education in this, as in other provinces, has always been attended by peculiar difficulties. It is contrary to the traditions and prejudices of the people. Their custom, particularly that of early marriage, and the idea that women ought not to be trained up to remunerative employment, are unfavourable to it. In so far as it is practised, it is almost entirely confined to the girls of the lower classes, who go to the primary schools to pick up the three R's. Parents in the higher classes will not retain their girls in more advanced standards. They prefer to have them educated in the zenana at home. It is too much, with all these obstacles in the way, to expect that female education will make any sudden or rapid strides. Within these circumscribed limits, however, something was done during the quinquennium to foster its growth by the formation of model primary schools in different quarters of the country and by the introduction of the zenana system in Barisal and Noakhali. The future development of female education must, for a long time yet to come, continue along these lines.

Muhammadan Education.

12. The formation of the new province, in which 57·7 per cent. of the population are Muhammadans, has pushed the question of Muhammadan education to the front. The problem of combining with an English education the moral and religious teaching, which is rightly deemed by all Muhammadans to be an equally important element in the training of youth, is one of no small difficulty. An attempt is being made to solve it by the tentative secularisation (at local option) of madrassas and maktabs throughout the province, by the establishment of middle madrassas, or middle English schools with the addition of Urdu and Persian in certain standards, by the reservation of scholarships, by the grant of special facilities to that community, and by the construction of Moslem hostels at Dacca, Rajshahi, Chittagong and other places.

Training Schools.

13. With the complete reorganisation of the educational system of the country and the extension of educational activity in all directions, the provision of a competent and adequate inspecting agency and of a staff of trained teachers has become a matter of absolute necessity. Measures taken to strengthen the first will be detailed in Chapter III. To improve the second, training schools for lower primary teachers have been established at the head quarters of every subdivision in Eastern Bengal, and classes for the training of vernacular teachers of middle and high schools have been opened in the training schools at Dacca, Rajshahi and Chittagong, while, in Assam, training schools have been recently started at Silchar and Jorhat for the training of both. Frequent conferences of teachers and Inspecting Officers were also held for the discussion and explanation of the new system of education and new methods of instruction.

Technical Schools.

14. In this province there was, up till the beginning of the quinquennium, nothing like a general or systematic provision of technical instruction, such as the needs of an advanced community would seem to demand ; yet the need for such instruction was great, and that on two grounds, first, to increase the productive power of the country, and secondly, to relieve the pressure on the learned and literate professions, for many years overcrowded, by providing for the educated classes fresh and lucrative appointments in the lines of commercial and manufacturing industry. The question was for the first time taken up seriously during the last five years and a solution attempted by establishing the Dacca School of Engineering and certain smaller technical schools under the management of District Boards, by opening B and C classes in connection with some of the high schools in Eastern Bengal and by formulating a new scheme for the Williamson Apprenticeships in Assam. B classes have been a decided success in this part of India. C classes are equally a decided failure. Their place is being taken by private commercial classes, run on more practical lines, in the city of Dacca. It is to be understood that the technical schools chiefly prepare for the professions of engineering and surveying. There are, however, artizan classes attached to them ; and some efforts are now being made to open up channels of more distinctly industrial education. This, together with the extension of technical education in Assam, is likely to engage the immediate attention of the Department.

PRELIMINARY.

Wider aspects of Education.

15. As regards the remarks made in paragraph 5 of this Chapter concerning the tone prevalent among pupils and students, it may fairly be said that efforts have been made, during the period under review, to widen the scope and aspect of instruction, to extend, that is, its influence so as to touch, not merely the intellects, but likewise the moral and social characteristics, of those who come within its reach. The increase in the number of collegiate and school hostels affords greater facility for exercising due supervision over the lives of pupils. The new Regulations of the University will tend to the enforcement of due discipline, which is so often detrimentally affected by the competition of inefficient institutions. But the most important move which can be made in the direction is the insistence upon the full performance of the teacher's duties as widely defined. That this may be accomplished, and in order that all ranks of teachers may be filled by the worthiest men, it is necessary that the prospects held out in the profession be improved. Such improvement has recently been effected in the Provincial and Subordinate Educational Services. But the condition of many teachers in the lower service is still very poor, while that of the great bulk of aided and unaided school masters remains unaltered.

Summary.

16. These are the measures which have been adopted during the quinquennium to reform and to expand the educational system of the country. They will infuse a new life into collegiate education. They have already provided a fresh and sound basis for secondary and primary education. They have indicated the lines along which female and Muhammadan education must proceed in the future. Some of them no doubt will have to be altered, some modified and some developed in the light of future experience, but, in spite of that, they mark, in the history of education, a distinct step in advance.

CHAPTER II.

GENERAL SUMMARY.

(See Tables I—XXXV.)

A—SCHOOLS AND PUPILS.

GENERAL SUMMARY.

17. The following table exhibits in a compendious form the statistics of enrolment in schools and colleges throughout the province at the close of each year from 1901-02 to 1906-07:—

Class of Institution.		1901-1902.		1902-1903.		1903-1904.		1904-1905.		1905-1906.		1906-1907.		Percentage of increase or decrease 1906-1907 compared with 1901-1902.	
		Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15
Public Institutions.															
Arts Colleges	For males	11	1,673	11	1,617	11	1,563	11	1,576	11	1,520	11	1,197	...	-28·4
	„ females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	„ males	3	40	3	84	3	103	3	89	3	178	3	124	...	+210
	„ females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	„ males	1,088	103,198	1,105	104,498	1,108	110,975	1,118	110,670	1,144	111,849	1,143	113,504	+5·0	+9·1
	„ females	16	978	16	1,104	16	1,189	17	1,249	17	1,374	18	1,503	+12·5	+53·6
Primary Schools	„ males	16,603	473,774	16,986	489,286	17,760	535,891	17,136	519,789	17,630	547,319	17,531	560,711	+5·5	+18·3
	„ females	1,417	24,158	1,797	30,833	2,446	42,384	2,437	42,861	2,554	45,446	2,789	51,180	+96·8	+111·8
Training „	„ males	30	841	38	692	46	899	48	1,026	49	1,218	51	1,102	+73·3	+31·0
	„ females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	„ males	251	7,184	295	8,737	303	9,515	325	11,353	389	13,467	589	20,366	+134·6	+183·4
	„ females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Public Institutions ..		19,424	611,846	20,251	636,851	21,693	702,519	21,089	688,613	21,790	722,371	22,135	68	+13·9	+22·5
Private Institutions.															
Advanced	For males	581	10,434	586	11,146	487	10,592	533	11,546	524	11,963	499	11,530	-14·1	+10·5
	„ females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Elementary	„ males	3,523	53,589	3,699	57,161	3,280	55,153	3,205	53,900	3,008	55,716	2,879	51,485	-18·2	-3·8
	„ females	221	1,896	246	2,049	231	2,176	219	2,141	245	2,937	333	2,897	+50·6	+5·2
Total Private Institutions ...		4,325	65,919	4,531	70,356	3,998	67,921	3,957	67,587	3,777	70,616	3,711	65,912	-14·1	+·01
Grand total ...		23,749	677,765	24,782	707,207	25,691	770,440	25,046	756,200	25,567	792,987	25,846	815,599	+8·8	20·3
Percentage of increase or decrease compared with preceding year.		...	...	+4·3	+4·3	+3·6	+8·9	-2·5	-1·8	+2·1	+4·8	+1	+2·8	...	...

Attention is at once arrested by the remarkable increase that has taken place in the quinquennium in the number both of schools and of pupils. There has been in fact an increase of 2,711 in the number of public schools and of 137,841 in the number of pupils reading in them. From the table it appears that the increase was general, and spread over institutions of all kinds save colleges. In schools for professional training there was no change in number but a gain of 84 pupils. In secondary and primary schools for boys there was an increase of 55 and 923 in number, with an increase of 10,306 and 86,937, respectively, in strength. Training and other special schools increased by 21 and 388 and pupils reading in them by 261 and 13,182. In the case of instruction for girls, there was an increase of two secondary schools with 525 pupils, and of 1,372 primary schools with 17,022 pupils. The causes of this increase have already been foreshadowed in the last Chapter, where a sketch was given of the policy followed during the quinquennium with regard to education of all kinds. They will be developed in greater detail in the succeeding Chapters.

GENERAL SUMMARY.

Private institutions may be defined as those "which have not accepted Departmental or University Standards, and do not submit to any public test." They are the indigenous schools of the country giving instruction in subjects or after methods sanctioned by tradition or usage; and they are roughly divided into the advanced and the elementary. The former are devoted to the cultivation of the Oriental classics, and the latter are either village or bazar pathsalas of the old type, untouched by departmental influence, or maktabs and Koran schools where the Koran is taught by rote to Muhammadan boys. The table shows that, while there was a large decrease of 14·1 per cent. in the numbers of these institutions, the pupils reading in them showed a small increase of ·01. The statistics of these institutions are, however, admittedly inaccurate.

Progress in Divisions.

18. In the Dacca Division public institutions showed an increase of 955 in number and of 52,527 in strength. This increase, which was shared by all the districts, is most noticeable in primary schools (the boys' schools having advanced from 6,485 with 171,387 pupils to 6,557 with 201,202 pupils, and the girls' schools from 563 with 9,273 pupils to 1,340 with 24,080 pupils), and in training and other special schools. The increase in pupils was chiefly due to a remarkable rise in the number of Muhammadans by 42,525 (36,956 boys and 5,569 girls) as compared with the Hindus who increased only by 9,634 (352 boys and 9,312 girls). Private schools, on the other hand, declined both in number and strength, the largest decrease having occurred in elementary schools, chiefly of the Koran class.

In the Chittagong Division all classes of public institutions showed an all-round improvement (schools having increased from 4,210 to 4,812 and pupils from 141,005 to 165,964), but the increase in the number of primary schools for boys was the least, these schools having risen only by 25 or ·7 per cent. and their pupils by 10 per cent. Private institutions similarly increased from 1,334 to 1,336 and pupils in them from 26,306 to 29,181. It is satisfactory to note that, while the Hindus increased during the quinquennium from 62,662 to 66,294 or by 5·8 per cent. in public institutions, Muhammadans increased from 74,240 to as much as 94,876, or by 27·8 per cent.

In the Rajshahi Division public institutions increased in number by 785 and in strength by 27,888, while private institutions increased by 49, and pupils reading in them by 1,981. In the former the Hindus increased from 54,918 to 62,414, or by 13·6 per cent. and the Muhammadans from 79,951 to 101,090 or by 26·4 per cent.

In the Surma and Assam Valleys, although the total number of public institutions increased from 1,341 with 47,244 pupils, to 1,429 with 61,295 pupils, and from 1,830 with 52,507 pupils, to 1,973 with 65,565 pupils, respectively, the increase in the number of schools was confined, in both the valleys, more or less entirely to primary schools. The increase in the number of pupils was, however, spread over institutions of all kinds, save training schools in the Assam Valley. Private institutions declined in number but increased in strength in the Surma Valley. In the Assam Valley they increased both in number and strength.

The application of the Imperial grants for primary education is, in part, responsible for these increases. In Eastern Bengal, this increase is most marked in 1903-1904, owing to the application of the grant of 1902-1903; otherwise, the increase has been fairly steady. In the Assam Valley there was, after 1901-1902, a slight decrease in schools, but not in pupils, and in the Surma Valley, in both, up to 1905-1906, in which year the vigorous application of the Rs. 1,00,000 grant, initiated by Sir Bampfylde Fuller, was productive of a sudden and marked rise, which has restored the figures to a level higher than that attained in 1901-1902. In Assam, schools must be regarded as less of a permanency than in Eastern Bengal. Their opening is occasionally regarded with indifference or so lukewarm an enthusiasm that, the first impulse at an end, they are apt to disappear.

Distribution of institutions.

19. Taking the whole province together, we find that for every hundred towns and villages there were, in 1901-1902, 25·4 schools for boys and 1·9 schools for girls; while, in 1906-1907, the percentages were 25·1 and 3·4, respectively. As regards the distribution of boys' schools, the highest place is taken by Chittagong where every other village has a school. Then follows Dacca with a proportion of one school for every three villages. And last come Rajshahi and the two Valleys of Assam with one school for every seven villages. So far as girls' schools are concerned, Chittagong and Dacca are far ahead of the other three divisions. The proportions in the first two are 1 in 10 and 1 in 16 villages, but those in the last three sink from 1 in 105 in the Surma Valley and 1 in 111 in Rajshahi to as low as 1 in 146 in the Assam Valley. Judged by the

standard of population, it is interesting to note, Chittagong again takes the lead, having one school for every 770 of population. Dacca shows one school for every 1,011, the Assam Valley one for every 1,471, Rajshahi one for every 1,730, and the Surma Valley one for every 1,740.

Percentage of pupils to children of a school-going age.

20. The total population of the province is, including Native States, 30,788,134. The total of a school-going age may be taken as 4,618,220. The total actually at school or college was, in 1896-97, 29·7 per cent. of those available in the case of males and 2·1 per cent. in the case of females, in 1901-1902, 27·1 and 1·9 per cent. and, in 1906-1907, 31·5 and 3·5 per cent. respectively. By far the best educated portion of the province is the Chittagong Division where 48·1 per cent. of the boys, 6·9 per cent. of the girls and 27·4 per cent. of both taken together are under instruction in institutions of all kinds. Next comes Dacca with 33·9, 4·2 and 19·3. Next the Surma Valley with 29·67, 1·73 and 16·8. Next the Assam Valley with 26·15, 2·25 and 14·58. Last is Rajshahi with 22·1, 1·7 and 12·2.

Distribution of pupils according to stages of instruction.

21. The table in paragraph 17 shows the number of pupils in institutions of various classes. But that is a different thing from the number of pupils in each standard. Every student of a college is of course in the collegiate stage of instruction; but it does not follow that every pupil in a high school is in the high stage of instruction, since, as already pointed out, he may be in the middle or the primary stage. It therefore becomes necessary to discriminate pupils, in whatever schools reading, according to the stages of instruction in which they are. The necessary classification is supplied by Appendix Tables VIII, IX and X. The figures given in these tables may be taken in connexion with the fact that, of all boys of a school-going age, 31·1 in every 100 were, in 1906-1907, actually in public institutions and it will then appear that out of 100 at school 93·3 were in the primary stage, 3·6 were in the middle stage, 2·9 were in the high stage and ·2 were in the collegiate stage. Of those in the primary stage, 32·6 read no printed books, their instruction being limited to writing and accounts. Of the rest, 54·0 were in the lower and 6·7 in the upper primary stage. As for the girls, the proportion (36·3) in the book reading section of the lowest stage is smaller than that of the boys. The percentage in the section below that (63·0) is greater and, of course, it falls off in all the higher stages. Judging from the quinquennial figures, higher education has made little or no progress among boys or girls during the last five years. The obvious explanation is afforded by the striking fall (calculated on a comparison of Appendix Tables I, VIII and IX) in the number of pupils reading in the primary stages of instruction in secondary schools, owing to the unpopularity of the 1901 curriculum. The large decrease in the higher section of the lower primary stage accompanied by a corresponding rise in the lower section is due to a different system of classification which distinguishes those who read, from those who do not read, printed books.

Institutions according to management.

22. Table XI shows the extent to which the Department relies upon its own institutions, upon those maintained by District, Local or Municipal Boards and upon those which are the fruit of private effort. Of the total number of institutions in 1906-07, 217 schools with 15,423 pupils were managed by Government, and 2,691 with 103,596 pupils managed by Boards, while 16,169 schools with 523,641 pupils were aided, 3,048 with 106,950 pupils were unaided and the rest were private. Government schools have increased by 95·5 per cent., owing mainly to the establishment, during the quinquennium, of a large number of training schools with as many practising schools throughout the province. The increase of 106·5 per cent. and 20·6 per cent. in the Board and the aided schools, with a corresponding increase in the number of their pupils, is explained by the fact that primary schools which, as mentioned in the last chapter, are under the direct control of the Boards in Assam and are aided in Eastern Bengal, have, as the result of the extra allotments, been started and subsidised on a larger scale. The same reason accounts for the decline of the unaided and private institutions in both portions of the province. Government institutions educated 1·9 per cent. of the total number of pupils under instruction against 2·0 in 1901-02, Board schools 12·7 against 5·7, aided schools 64·2 against 63·6, unaided schools 13·1 against 19·0 and private institutions 8·1 against 9·7.

Raced and Creed of scholars.

23. Table XV distributes the pupils in public and private institutions respectively among the main divisions of the population, namely, Europeans and Eurasians, Native Christians, Hindus, Muhammadans and other races. The main points to note are that the number of Brahmans in public institutions has increased from 41,051 to 47,609 and of

GENERAL SUMMARY.

non-Brahmans from 276,592 to 307,017. The total of Hindus has risen from 317,643 to 354,626, but its proportion to the whole number in public institutions has fallen from 51·9 to 47·3. Muhammadans, on the other hand, have increased from 271,668 to 364,791 and, proportionately to the total, from 44·4 to 48·9 per cent. A comparison of the figures for the last 10 years shows that the Muhammadans are progressing at a much more rapid rate than the Hindus. This increase among the former is, however, confined entirely to the lower stages; for, while they outnumber the Hindus in primary schools and special schools, *i.e.*, madrassas, maktabs, etc., Hindus are far ahead of them in the higher stages, their proportion being 93·82 in colleges, 94 36 in professional schools, and 71·61 in secondary schools against 5·93, 5·64 and 27·51 respectively of the Muhammadans.

Languages learnt by scholars.

24. Tables XVII and XVIII are interesting as showing the comparative attention paid to different languages in this province. They show that the number of pupils in public institutions learning English has decreased from 72,255 to 71,594 or from 11·8 per cent. to 9·5 per cent. of those at school, owing to the study of that language being prohibited altogether in primary schools and in classes below certain standards in high and middle English schools. The number reading a classical language has risen from 72,077 to 143,445 or from 11·7 to 19·1, as a result of the inclusion of a large number of secularised maktabs under primary schools; while, although the number reading the vernacular has advanced from 581,591 to 671,624, the percentage has decreased from 95·0 to 89·6 probably because of the increase in the proportion of boys in high stages where they have been returned as reading only English and a classical language. These figures should be regarded side by side with those given in an earlier paragraph, showing the total progress of education in each province. It will then be found that while, out of every hundred pupils of a school going age, 16·1 were under instruction in 1901-02 and 17·8 in 1906-07, or excluding females, 29·7 in the former year and 31·5 in the latter, only 1·5 per cent. of these were learning English and the rest the vernacular or a classical language. This proportion has remained practically uniform throughout the quinquennium.

B.—Expenditure.

General analysis.

25. The total expenditure on public instruction amounted in 1896-97 to Rs. 29, 44,843, in 1901-02 to Rs. 35,13,709 and in 1906-07 to Rs. 51,24,074. The increase during the previous quinquennium was thus 19·3 per cent. and during, the period under review, 45·8 per cent. It will be seen from what has gone before that expenditure has increased much faster than the numbers under instruction. The growth in the latter does not, therefore, account for the whole of the total increase in the former. We must in consequence look for an explanation elsewhere. It will, perhaps, be found in the cost of educating each pupil which increased from Rs. 4·2 in 1896-97, and Rs. 4·9 in 1901-02 to Rs. 5·1 in 1906-07 and in the indirect expenditure which rose during the same period from Rs. 4,78,551 and Rs. 6,62,018, to as much as Rs. 14,57,865.

With the increase in total expenditure on education, the average annual expenditure per head of population has increased from one anna ten pies to two annas eight pies. The cost from public funds has contributed almost entirely to this increase, having risen from eight pies to one anna three pies. The cost from private funds (fees, subscriptions, etc.) has, on the other hand, remained almost stationary at one anna four pies. It is interesting to note that in the Dacca Division the cost from public funds has risen from one anna to 1·3 annas but that from private funds fallen from annas 3·9 to annas 3·6. In the Surma Valley the cost from public funds has increased from seven pies to one anna one pie and that from private funds (six or seven pies) is almost unchanged; while in the Chittagong, Rajshahi and Assam Valley Divisions the cost from public funds has increased from pies eight to one anna four pies and that from private funds has remained almost unchanged at one anna four pies. The result, as will be shown later, is due to the fact that contributions from private funds have not risen in proportion to the large grants made from Imperial funds during the quinquennium.

Sources of expenditure.

26. The total expenditure of Rs. 51,24,074 is made up of Rs. 25,13,520 from public sources and Rs. 26,10,554 from private sources. Public sources include Provincial Revenues and Local and Municipal Funds, while private sources include fees, subscriptions endowments and other miscellaneous items. The former source contributed, in 1896-1897, 40·5 per cent. of the expenditure on Education, in 1901-1902, 36·7 per cent. and in 1906-1907, 49·05 per cent. and the second source 59·5 per cent., 63 3 per cent., and 50·95 per cent., respectively.

27. Education is one of the principal charges on the Provincial Revenues, and the amount, which is to be spent yearly on it, is fixed by the Local Government subject to the general administrative and financial control of the Government of India.

Provincial Revenues.

The total Provincial receipts amounted in 1906-1907 to Rs. 2,67,574 and the gross charges from Provincial Revenues to Rs. 15,95,697 against Rs. 2,76,631 and Rs. 8,77,939 in 1901-1902. The decrease under receipts was mainly under the heads of fees and contributions from Local and Municipal Funds and the increase under charges occurred under all the heads except scholarships.

The budget grant for the year 1906-1907 was Rs. 26,73,000. This grant was subsequently reduced to Rs. 23,50,000, of which Rs. 10,24,000 was under head Provincial, and Rs. 13,26,000 under Local.

The gross expenditure on all Education, including unaided institutions, was Rs. 51,81,440 (*vide* General Tables IV). The gross expenditure debitable to Provincial Revenues was Rs. 15,95,697. The Accountant General shews Rs. 10,90,072 as the gross expenditure. The difference is due to the inclusion in the former figure of :—

Rs.	
51,525	spent on Medical schools,
31,077	spent from endowments,
4,00,841	spent by the Public Works Department on Educational buildings,
10,430	paid to students holding scholarships in Bengal,
4,280	representing the contributions from Local and Municipal Funds, and
7,462	spent on various items not included in the Education Budget.
Total 5,05,625	

This sum added to Rs. 10,90,072, composes the sum of Rs. 15,95,697, shewn in Appendix Table XXI of this Report.

Again, a reference to General Tables IV shows the following distribution of expenditure :—

	Rs.
From Provincial Revenues	13,02,991
Ditto (European Schools)	25,132
From Board Funds	11,78,596
From Municipal Funds	31,933
Total	25,38,652

Hence, out of the grand total of Rs. 51,81,440, Rs. 25,38,652 was met from public funds, *viz.*, Rs. 13,28,123 from Provincial Revenues and Rs. 12,10,529 from Board and Municipal Funds. The Accountant General shews net expenditure from Provincial Revenues as Rs. 8,74,089. The discrepancy between this and the figure given above is accounted for by the inclusion in the latter of :—

Rs.	
42,763,	net cost of Medical Schools.
4,00,841,	expenditure by the Public Works Department on Educational buildings.
10,430,	paid to students holding scholarships in Bengal.
Total 4,54,034	

This sum, added to Rs. 8,74,089 shewn in the Accountant General's books, gives the total of Rs. 13,28,123, shewn in General Tables IV. The total net expenditure, therefore, in the past year from public funds shewn under head " 22 Education " was Rs. 20,84,618, or Rs. 2,65,382 below the revised estimate. The short expenditure was mainly due to the impossibility of fully utilising a lump provision of Rs. 3,17,000 for primary education, since dispositions for the allocation of the Imperial grant in Eastern Bengal for that object had not been made at the commencement of the year; and, as it was apprehended that a hasty distribution to District Boards without mature plans, and while the energies of those bodies were fully employed in the utilisation of the Rs. 2,57,200 given out at the close of 1905-1906, could lead only to ill-judged and wasteful expenditure, the Director relinquished a sum of approximately two lakhs, during 1906, for use under other budgets.

GENERAL SUMMARY.

Of the direct expenditure from public funds, Provincial Revenues contributed 36·4 per cent. in 1901-02 and 37 per cent. in 1906-07.

Local Funds.

28. In both portions of the province local rates are raised under statutory provisions for expenditure upon local wants, such as roads, schools and medical relief; and the income so raised is administered by District or Local Boards having statutory powers. Their duties towards education will be described at greater length in Chapter III. For the present it is sufficient to notice one point which throws doubt upon the true local origin of some portion of the expenditure derived from Local Funds. In neither portion of the province is any portion of the local rates specially assigned to education. Education receives whatever portion can be spared after prior claims have been satisfied. Government, however, makes contributions from general revenues in aid of those needs, educational and other, for which the local rates are intended to provide, all of which are administered by the District or Local Boards. These assignments are not kept apart nor is the expenditure incurred from them shewn separately; but they are lumped up with the cesses levied. Hence under the head "Local Funds" are included certain amounts which do not spring from that source, and should, strictly speaking, be transferred to the head "Provincial Revenues."

The contributions made to Education from Local Funds (including the Imperial grants) increased from Rs. 6,35,611 in 1896-97 and Rs. 6 69,073 in 1901-02 to Rs. 11,78,596 in 1906-07 or by 76·6 per cent. during the quinquennium under review. They formed 60·9 per cent. of the total direct expenditure from public funds in 1901-1902 and 61 per cent. in 1906-07. From what has preceded, it will be understood that this increase does not imply the relief of provincial burdens to the same extent, since it is due in some measure to the transfer of funds from Provincial Revenues to District and Local Boards, to enable them to meet the charges of schools under their control. Of the total educational expenditure of the District and Local Boards in 1906-07, 11·5 per cent. was spent on secondary education and 54·2 per cent. on primary education.

Imperial allotments.

29. It will be convenient at this point briefly to review the use made of the Imperial grants for primary education, details regarding which are provided in paragraph 157 of Chapter VI. But it is exceedingly difficult to obtain accurate figures, partly because there is nothing to show, in past years, how much of any increase is due to the application of those grants, partly because certain items, which may properly be included under primary education, such as increase in the lower inspectorate and in facilities for training, cannot be easily disentangled from the figures under the general heads where they occur.

In Bengal, out of the Imperial grant of Rs. 10,00,000 in 1902-03 for the improvement of Education, recurrent allotment of Rs. 4,00,000 was made to primary education, of which Rs. 1,24,000 went to the Dacca, Chittagong and Rajshahi Divisions. Moreover, Rs. 75,600 was given for additional Guru Instructors and other smaller grants for various objects. Again, out of the Imperial grant of Rs. 3,33,000 for primary education which was handed over to the Eastern Bengal divisions as their share of the further allotment of Rs. 1,00,00,00 made in 1905-06, Rs. 2,57,200 was given out at the end of 1905-06 for expenditure by Boards on school buildings. During 1906-07, Rs. 1,11,416 was expended on this object. If we roughly estimate for training arrangements and inspectorate, it will appear that the expenditure on primary education in 1906-07 exceeded, in those divisions, that of 1901-02 by some Rs. 2,75,759. Arrangements for the full recurring allocation of the second of the two grants had not been made at the close of the quinquennium; and there appears to have been some shortage of ordinary expenditure in 1905-06 and 1906-07.

In Assam, the two Imperial grants amounted each to one lakh, and were applied respectively in 1903-04 and 1905-06. Of the former, Rs. 2,52,429 had been allocated by the close of 1904-05, leaving a balance, out of the three lakhs available up to that date, of Rs. 47,571, which was reserved for training schools. Again, in 1905-06, Rs. 66,210, out of the second grant, was allocated to Boards, and Rs. 2,037 budgetted for Provincial expenditure. Again, in 1906-07, the sums similarly provided were Rs. 74,950 and Rs. 13,650. Hence the total allocations, up to date, have amounted to Rs. 1,56,850, out of two lakhs available. The increase in expenditure on primary education, approximately reckoned, but without inclusion of training arrangements, which came into full force only towards the close of 1906-07, between the years 1902-03 and 1906-07 appears to have been Rs. 2,27,000, thus exceeding the amount of the special grant.

30. The uncertainty which has been shewn in a former paragraph to prevail as to the true origin of the funds classed in the returns as "Local" and as to the exact extent of the increase in payments made from local rates and cesses, does not exist in the case of municipal contribution to expenditure. The amount shewn under the latter head has been raised by municipal taxation towards which Provincial Revenues have contributed nothing. This does not mean Government affords no aid to schools within municipal areas. The grants so made never appear as Municipal Funds, but are directly disbursed by the District Magistrate.

Municipal Funds.

In both portions of the province there are standing orders relating to the amount which municipalities must spend on Education. In Eastern Bengal their contribution to primary education must amount to 3·2 per cent. of their income and in Assam to 3 per cent. The point has been noticed in detail in later Chapters.

Throughout the province the expenditure from Municipal Funds increased from Rs. 25,327 in 1896-97 and Rs. 26,265 in 1901-02 to Rs. 31,933 in 1906-07. To the total direct expenditure from public funds municipalities contributed 2·7 per cent. in 1901-02 and two per cent. in 1906-07. Of the total educational expenditure of the municipalities in the latter year, 12·8 per cent. was incurred in aiding secondary schools and 67·2 per cent. in aiding primary schools.

31. We now turn to Educational receipts of a different character, those, namely, which indicate a readiness on the part of the people to pay for education out of their private funds, and, consequently, afford a measure of the value they set upon it. The total expenditure from fees advanced from Rs. 11,96,218 in 1896-97 and Rs. 15,59,806 in 1901-02 to Rs. 18,51,674 in 1906-07. The increase during the quinquennium amounted, therefore, to 18·7 per cent. A reference to Appendix Table I will show that, within the same period, pupils in all public schools increased by 22·5 per cent. The increase in fee receipts has, therefore, been smaller proportionately than that of pupils. This general average is, however, made up of widely different figures. If we analyse them, we find that in arts colleges pupils have decreased, owing to causes which will be detailed in Chapter IV, by 29·5 per cent., and, correspondingly, the fees paid by them by 24·4 per cent. In primary and special schools, while pupils have increased by 22·9 per cent. and 183·4 per cent., respectively, fee-receipts have risen only by 9·6 per cent. and 95·4 per cent. In secondary schools, on the other hand, while pupils have increased only by 10·4 per cent., expenditure from fees has increased by no less than 24·0 per cent. The conclusion is obvious that the people are paying, and are willing to pay, more for an English than for a purely vernacular education.

Fees.

32. The amount of fee-receipts measures the value which people set upon the education of their own children; the amount received from subscription, endowment, etc., the value they set upon the education of the community to which they belong. The expenditure from these sources increased from Rs. 5,53,825 in 1896-97 and Rs. 6,66,538 in 1901-1902 to Rs. 7,58,880 in 1906-1907. A glance at Table XXIV shows that, while the proportions in the case of Provincial Revenues and Local Funds decreased during the period 1896-97 to 1901-1902 from 18·1 and 21·6 to 16·9 and 19·0, respectively, they rose during the quinquennium under review again to 25·43 and 23·0. In the case of Municipal Funds the proportion declined continuously during the last 10 years. In the case of "fees" and "other sources," on the other hand, the proportion increased in 1901-1902 from 40·6 and 18·8 to 44·4 and 19, but declined again in 1906-1907 to 36·14 and 14·8. "This," says the Inspector of Schools, Dacca Division, "is a most disappointing response to the increased public subsidies and cannot be due to scarcity, as in the year that prices were highest, *viz.*, 1906-1907, an increase in private contributions was observed." Even as they stand, the figures under "Subscription" are suspicious. Nevertheless, it appears that private funds meet just over half the educational bill. The bulk of these funds consists in fees. There is a singular keenness for education, but a certain lack of organised effort. Such circumstances are not the best possible for a grant-in-aid system.

Subscriptions, endowments and other sources.

33. We have hitherto dealt with the sources which have provided the amount spent on education. We may turn now to the objects on which the money has been expended. Before, however, going into details it is necessary to explain that it is usual to divide the expenditure into two heads, *viz.*, tuitional and non-tuitional; the former class of charges including the

Objects of expenditure.

GENERAL SUMMARY.

direct expenditure incurred in maintaining educational establishments; the latter including indirect charges such as those for the administration of the Department, in direction and inspection, for scholarships, for buildings and furniture, and other miscellaneous charges. The importance of this division lies in the fact that the former class of charges are those in which, according to the Education Despatch of 1854 and the consistent policy of the Government of India, it is hoped and expected that the people will bear a constantly increasing share. Nor does it appear that this expectation is being falsified. Of the total direct expenditure on colleges in 1896-1897, 1901-1902, and 1906-1907, amounting to Rs. 1,05,185, Rs. 1,30,933 and Rs. 1,80,612, respectively, 42·2 per cent. was contributed from public funds in one year, 22·8 per cent. in another and 48·2 per cent. in the third, while 57·8 per cent., 77·2 per cent., and 51·8 per cent., were provided from private sources. In secondary schools, out of the total direct expenditure of Rs. 10,30,832, Rs. 12,62,972 and Rs. 15,49,326, 25·7 per cent., 19·1 per cent. and 20·6 per cent. were contributed from public funds, while no less than 74·3 per cent., 80·9 per cent., and 79·4 per cent. were provided from private funds. And of the total direct expenditure on primary schools, *viz.*, Rs. 11,66,269, Rs. 12,60,843, and Rs. 15,98,363, only 35·9 per cent., 35·6 per cent. and 45·6 per cent. were contributed from public funds and 64·1 per cent., 64·4 per cent. and 54·4 per cent. came from private funds.

The second class of charges, namely, the non-tuitional, are in a greater degree a matter of administration, in meeting the cost of which the co-operation of the public can be less readily looked for. This fact is reflected in the figures returned for indirect expenditure, for, out of the total of Rs. 4,78,551 in 1896-97, Rs. 6,62,018 in 1901-1902 and Rs. 14,57,865 in 1906-1907, spent under this head, 71·0 per cent., 69·0 per cent. and 82·0 per cent. were contributed from public funds and 29·0 per cent., 31·0 per cent. and 18·0 per cent. were provided from private sources.

Direct expenditure.

34. Expenditure on collegiate education has increased during the quinquennium from Rs. 1,30,933 to Rs. 1,80,612, or by 37·9 per cent. The bulk of this increase was due to larger expenditure from Provincial Revenues. The expenditure upon boys' secondary schools increased from Rs. 12,44,986 to Rs. 15,17,718, or by 21·9 per cent. The increase was shared by all the different sources except Municipal, which showed a slight decline. The increase in the expenditure from Provincial Revenues was due partly to the increased cost of the staff in Government schools, partly to the new system of awarding grant-in-aid and partly to additional allotments for the opening of agricultural gardens in connection with some zilla schools. The expenditure on primary schools showed an increase from Rs. 12,05,932 to Rs. 15,03,811 or by 24·7 per cent. There was an increase under every head except "other sources", which fell from Rs. 2,00,780 to Rs. 1,99,416. The increase in Provincial expenditure as well as in district fund expenditure was mainly due to the large allotments made in 1902-1903 from the Imperial Funds for the improvement of primary education. The increased expenditure from Provincial Revenues was incurred mainly for the practising schools attached to the 39 Guru training schools which have been established during the quinquennium and for stipends to primary schools in the Hill Tracts. The increased expenditure from the district funds was incurred for additional stipends and rewards to primary schools.

The expenditure on female education increased from Rs. 72,897 to Rs. 1,26,160 or by 73·0 per cent. A part of the increase in the expenditure from Provincial Revenues was due to the establishment of model primary schools for girls in different parts of the country. Special schools include training schools, technical and industrial schools, as well as madrassas and tols. The expenditure upon these schools increased from Rs. 1,96,943 to Rs. 3,37,908 or by 71·5 per cent. The increase in the expenditure from Provincial Revenues was due mainly to the establishment of 39 Guru training schools in Eastern Bengal and to the opening of Silchar Training School in Assam. The increase in the district or local fund expenditure was the result of the grant of additional subventions to madrassas, tols and industrial schools.

A comparison of the rate of progress in expenditure from different sources during the last two quinquennia is very gratifying, all classes of institutions, save colleges and secondary schools, having shown a large increase. It is perhaps needless to remark that the greater the expenditure the greater will be the expansion and efficiency.

Indirect expenditure.

35. The following table illustrates the growth of indirect expenditure :—

Head of expenditure.	Amount in 1901-1902.	Amount in 1906-1907.	Per cent. of increase in 1906-1907.	Per cent. of increase in 1901-1902.
1	2	3	4	5
	Rs.	Rs.		
Scholarships	92,685	1,11,008	19·7	8·7
Buildings	1,19,732	6,64,015	454·5	166·0
Furniture	29,779	71,274	139·3	228·3
Superintendence...	2,73,322	4,06,939	48·8	12·6
Miscellaneous	1,46,500	2,04,629	39·6	51·9

The most noticeable point is the large increase in the expenditure upon buildings. This is partly due to the construction of primary school houses throughout the province, hostels attached to zilla schools and the like, but mainly to the operations in connexion with the new buildings for the Dacca College. The expenditure on buildings has necessarily been accompained by a large expenditure in equipping them. It is interesting to note that the example of spending money from public funds for the supply to schools of furniture and appliances was first set by Government in 1902-1903 by sanctioning a special grant for the purpose. Since then the example has been followed by Local Bodies. Expenditure on superintendence is borne wholly by public funds. The increase under this head is mainly the result of the entertainment of additional Sub-Inspectors by all the District Boards, and of the reorganisation of the inspecting staff in Assam. "Miscellaneous" charges include hostel charges. Table XXXV gives the necessary information as to scholarships. The total expenditure under this head amounted in 1901-1902 to Rs. 92,685 and in 1906-1907 to Rs. 1,11,008 or 2·1 per cent. of the total expenditure. The bulk of the expenditure is contributed by the public funds and is devoted to scholarships in arts colleges and secondary schools, the figures in 1906-1907 being, in the former case, Rs. 31,356 and, in the latter, Rs. 51,408. A sum of Rs. 14,566 represents the amount spent on scholarships in primary schools.

Cost per head.

36. The average cost of educating a pupil in different classes of institutions in 1906-1907 was as follows :—

	Rs.
Arts colleges	146
Professional colleges	47
Secondary schools	13·5
Primary schools	2·6
Training schools (including *guru* training schools)	70·6
Other schools	12·7

The average cost of educating a pupil in an arts college was, in 1896-97, Rs. 118·4 and, in 1901-1902, Rs. 76·7 ; the cost in a secondary school during the same periods was Rs. 11·9 and Rs. 12·1 and in a primary school Rs. 2·3 and Rs. 2·5. Further details will be given in the appropriate chapters and the tables corresponding to them.

Summary.

37. The position may be summarized thus :—

	Rs.		
Expenditure from Provincial Revenues ...	13,02,991	or 25·43	per cent. of the total.
Expenditure from District and Local Board Fund	11,78,596	or 23·0	„ „
Expenditure from Municipal Fund ...	21,933	or ·62	„ „
„ fees ...	18,51,674	or 36·14	„ „
„ all other sources ...	7,58,880	or 14·81	„ „
Total	51,24,074	or 100	

CHAPTER III.

CONTROLLING AGENCIES.

[*See* Tables XXXVII—XXXVIII.]

CONTROLLING AGENCIES.

38. The Education Department is controlled by the Director of Public Instruction and consists of the tuitional staff of the Government institutions and of the inspecting officers.

Constitution of the services in Eastern Bengal before the partition.

39. In Bengal which, up till 1905, included the fourteen districts since transferred from that province, the Educational Services were organised, on their present basis, in accordance with the recommendation of the Public Service Commission, by a Resolution of the Government of India, dated the 23rd of July 1896. The general result of the organisation was to abolish what was termed the Graded Service and to divide the Department, as had been done in the case of the Judical, Executive and other Services, into (1) the Superior Service, (2) the Subordinate Service. The Superior Service consists of two branches, called respectively the Indian and the Provincial Educational Services, of which the former is recruited in England and the latter in India; while the Subordinate Service comprises a considerable number of appointments of a miscellaneous character, such as the subordinate grades of the inspecting staff, head masters of different kinds of schools and the like.

The principles upon which appointments recruited for in India are to be classed in the Provincial or in the Subordinate Service were declared by the Resolution to be:—

(1) that the line between the two services shall be drawn rather according to the nature of the office held than according to pay;

(2) that generally Professors, Inspectors and Joint and Assistant Inspectors are to be included in the Provincial Service, and Deputy Inspectors, head masters of district schools, and officers of lower rank in the Subordinate Service;

(3) as regards other offices, that those carrying less pay than Rs. 200 a month should not, except for very special reasons, be placed in the Provincial Service; and that, on the other hand, officers on higher pay than Rs. 200 (such as the senior Deputy Inspectorships in Bengal) may, at the descretion of the Local Government, be classed in the Subordinate Educational Service.

These general principles have not, however, been rigidly followed.

The Indian Educational Service.

40. The scale of pay of the Indian Educational Service was fixed by the Resolution. The officers of this service are appointed by the Secretary of State in the first instance on probation for five years, after which they may be confirmed. During this period the rate of pay is Rs. 500 rising by annual increments of Rs. 50 to Rs. 750 a month. During the next five years the salary continues to increase by annual increments of the same amount to Rs. 1,000 a month, and a special allowance of Rs. 100 is granted after 15 years' service to deserving officers whose total salary does not exceed this amount. Additional allowances are granted to a limited number of officers.

The Provincial Educational Service.

41. Appointments to the Provincial Educational Service are made by the Local Government on the recommendation of the Director of Public Instruction. This service, as constituted in 1896, consisted of eight grades with pay ranging from Rs. 150 to Rs. 700.

Subordinate Educational Service.

42. Of those who were not included in the Provincial Educational Service, some were formed into a graded service which was divided into eight classes with pay varying from Rs. 50 to Rs. 250, but the majority were left unclassed and were paid according to the posts they held. Officers in Classes I and II of the Subordinate Educational Service are, like the members of the Provincial Service, appointed by the Local Government on the recommendation of the Director of Public Instruction. The appointment of the rest lies with the Director of Public Instruction.

Reorganisation of Services.

43. There can be no doubt that the position of the officers of the Indian Educational Service was considerably improved by the organisation of 1896; but the case with the Provincial and Subordinate Services was different. The pay and prospects offered to them failed to prove sufficiently attractive; and nine years later a fresh reorganisation was found necessary. A scheme was accordingly prepared and received the sanction of His

Majesty's Secretary of State for India in August 1905, according to which, the pay of the lowest grade of the Provincial Educational Service has been raised from Rs. 150 to Rs. 200, a new grade on Rs. 350 created and the number of appointments in the higher grades increased, while, in the Subordinate Service, 163 new posts have been added and proportional increase in the number of higher appointments provided for. At the same time, with a view to improve the prospects of the unclassed officers of the department, a new service, called the Lower Subordinate Educational Service, has been formed and in it has been included the majority of the posts, formerly ungraded, which have not been transferred to the Subordinate Educational Service. This service consists of five grades, carrying incremental salaries.

The Provincial and the Subordinate Educational Services have thus been put on a satisfactory basis, and will, it is hoped, attract the best students of our University. It is doubtful, however, whether the Lower Subordinate Educational Service, as at present organised, will give universal satisfaction. As the Inspector of the Dacca Division remarks :—

"The number of appointments in each grade being generally smaller than the number of existing officers, the scheme, it is feared, will not prove very efficacious. Moreover, the system of giving small annual increments is already being criticised, as hardly affording any relief to men in receipt of small salaries."

Constitution of the services in Assam before the partition.

44. Assam was omitted from the general scheme of 1896 because the number of senior appointments in that portion of the province was not sufficient to allow of its being conveniently introduced. In 1901, however, the establishment of the Cotton College, Gauhati, led to the appointment of a Principal and four Professors on incremental pay; and in 1905 two officers in the superior service (one in the Indian and another in the Provincial Educational Service) were added in order to strengthen the inspecting staff. The rest of the department was, up till the partition, made up of officers whose pay was, in some cases, fixed and, in some, incremental.

Constitution of the services after the partition.

45. The main points of similarity or difference between the two organisations and the exact position at the time of the formation of this province have thus been summarised by the Director in his General Report for 1905-1906 :—

"Apart from the Director, there are four members of the Indian Educational Service on duty in Eastern Bengal and one in Assam. The remainder of the Superior Service comprises, in Eastern Bengal, 26 officers who are still graded in the Provincial Educational Service in Bengal; in Assam, 6 officers in posts carrying incremental pay. For the rest, 99 officers still graded in the Bengal Subordinate Educational Service, together with 367 (on pay ranging from Rs. 10 to Rs. 60), who previously formed part of the Bengal ungraded service, are on duty in Eastern Bengal. In Assam, there is no Subordinate Educational Service; but 240 men (on pay ranging from Rs. 11 to 250, in some cases fixed and in some incremental) are found classed according to their duties; and the pay of those of them who are teachers is not personal, but determined by definite scale laid down for each institution. There are some minor differences, such as the non-inclusion in Assam of the clerical staff in the regular Educational Service."

Since then, this Government has been in correspondence with the Government of Bengal regarding the distribution of services between the two provinces. As a result of this correspondence the following arrangement has been arrived at:—In the Lower Subordinate Educational Service the services of 314 men are definitely transferred to this province with effect from the 1st of November 1905. Four members of the Indian Educational Service were transferred on the 1st October 1906. Twenty-six appointments in the Provincial Educational Service and 151 in the Subordinate Educational Service are now held in this province; but the date of final separation of these two services, and the condition of the cadres which will contain their members, have not yet been finally decided. All that remains now to be done is (1) to enlarge the cadre so as to include the Assam officers whose admission into the new graded services is desirable; (2) to consider what further enlargement is necessary in order to meet the growing requirements of the province, and (3) to frame proposals for the treatment of the ungraded officers, so far as these are to be included in the new Lower Subordinate Service. Proposals with a view to carry out these objects are under consideration.

Classification of Inspecting officers.

46. On the creation of this province, the inspecting agency in Eastern Bengal comprised three Inspectors, one Assistant Inspector, 18 Deputy Inspectors, 93 Sub-Inspectors, 13 Assistant Sub-Inpectors, and 125 Inspecting Pandits. Since then, in order to give effect to the extensive reforms proposed or carried out as a result of the Simla Conference held in 1901 and in pursuance of the policy laid down by the Government of India in their Resolution No. 199-22, dated the 11th March 1904, an additional inspecting agency consisting of 9 Inspectors (6 in the Indian and

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3 in the Provincial Educational Service), 14 Assistant Inspectors (all in the Provincial Educational Service), 50 Deputy Inspectors, 150 Sub-Inspectors (all in the Subordinate Educational Service) and 100 Assistant Inspectors (all in the Lower Subordinate Educational Service) have been sanctioned by the Secretary of State for India in his Despatch No. 33 Public (Educational), dated the 9th Mach 1906, for Bengal as it stood prior to the partition. It has been proposed to distribute these appointments between the two provinces in the following proportion :—

Inspectors.	Bengal.	Eastern Bengal and Assam.
	6 (4 in the Indian Educational Service and 2 in the Provincial Educational Service).	3 (2 in the Indian Educational Service and one in the Provincial Educational Service).
Assistant Inspectors	7	7
Deputy „	24	26
Sub-Inspectors	111	49
Assistant Sub-Inspectors	69	31

In Assam the agency employed, up till 1905, consisted of a Director, who was also Inspector of Schools, five Deputy Inspectors, 23 Sub-Inspectors, and 17 Inspecting Pandits. Of the Deputy Inspectors, one was attached to each of the districts of Cachar and Sylhet, while the Brahmaputra Valley was divided into three Deputy Inspectors' circles, each comprising two districts. In the plains there was one Sub-Inspector for each administrative subdivision, and two each for the subdivision of Gauhati and the district of Nowgong. In the Hills, there were two Sub-Inspectors in the Khasi and Jaintia Hills and one in the Garo Hills. The Inspecting Pandits were, with one exception, entertained by the Local Boards and employed in the inspection of primary schools. With the progress of education and the introduction of certain reforms as an outcome of the Simla Conference held in 1901, this system was entirely reorganised in the year 1905-1906. In the reorganisation then effected, provision was made for the appointment of (*a*) two Inspectors, one of whom was to be a member of the Indian Educational Service on the ordinary salary, and the other a member of the Provincial Educational Service on Rs. 400-25 600; (*b*) 19 Deputy Inspectors, and (*c*) 15 Sub-Inspectors (subsequently increased to 20); while the Inspecting Pandits were dispensed with. The appointment of two Inspectors brought Assam into line with the general standard adopted in other provinces, of one Inspector for each Commissioner's division. The appointment of 19 Deputy Inspectors provided each Local Board area with an efficient inspecting staff in place of the incompetent and ignorant Inspecting Pandits. The Sub-Inspectors were intended to assist the Deputy Inspectors in areas where schools were very numerous. The Hill districts have been placed under the general control, as regards educational matters, of the Inspector of Schools, Assam Valley, who is more fully described as the Inspector of Schools, Assam Valley and Hill districts. The Khasi and Jaintia Hills are under two Khasi Sub-Inspectors, and the Garo Hills under a Deputy Inspector.

Thus each division has now an Inspector aided, in one instance, by an Assistant Inspector.

In Eastern Bengal, each district (except four which have two) has a Deputy Inspector who, though appointed by the Department, works under the dual control of the District Magistrate and the Department and is an *ex-officio* member of the District Board. These are Government servants. Under these are the Sub-Inspectors, 112 in number, and the Assistant Sub-Inspectors, 13 in number, each with his defined circle of supervision. These are, with one exception, the servants of, and are appointed and paid by, the District Boards (the services of those appointed by Government having been transferred from Government to Board employ, and their names being still borne on the graded list), though the supervision of their work is entrusted to the Deputy Inspectors. But the question of transferring their services to Government is under consideration. And considerations of general expediency apart, the fact that the newly created appointments are distributed in the graded services, would appear to point to this conclusion. The Inspecting Pandits, 126 in number, form a still lower class of inspecting agents, who are entertained by the District Boards, but are supervised by Deputy, Sub and Assistant Sub-Inspectors. In view of the increase now sanctioned in the inspecting staff, it will probably be found desirable to dispense with the services of these men. The better qualified of them may perhaps be provided with teaching or clerical employment.

In Assam, the inspecting staff has been distributed according to the subdivisions, and not according to the districts, the only exception being the Garo Hills for which a Deputy Inspector was appointed in July last. Each subdivision has accordingly been placed in charge of a Deputy Inspector who is controlled by the Department directly, but is also, to a certain extent, subordinate to the Chairman of the Local Board, of which he is an *ex-officio* member. They are aided by Sub-Inspectors who, when there is more than one to a subdivision, range over stated areas under their general control. These officers are all Government servants, paid from Provincial Revenues. CONTROLLING AGENCIES.

Duties of the Inspecting Officers.

47. In Eastern Bengal the Inspector, while he has jurisdiction and supervision over the whole division, takes under his special care the high and training schools. In Assam, he is expected to inspect in detail all high schools, middle schools and colleges at least once a year, and training schools at least twice a year. He must annually visit as many schools of lower grade as possible and endeavour to arrange that no upper or lower primary school in his circle remains unvisited by him for a longer period than five years.

The only Assistant Inspector in the province is that of Dacca. His jurisdiction is co-extensive with that of the Inspector whom he assists in all educational matters. Middle schools are under his special charge.

The Deputy Inspectors are, in both portions of the province, the chief executive officers of the Department in their districts and are primarily responsible for the conduct of primary and middle schools. In Eastern Bengal, they are required to inspect and examine each middle school in their circle at least twice a year, and, when practicable, once a quarter. The inspection of a middle school should last for at least one school sitting, and, if necessary, for a part or whole of a second school sitting. A very important part of their work is the supervision of the work of Sub-Inspectors and Inspecting Pandits (also called Guru Instructors) : and, in order to test the work of these officers, Deputy Inspectors should accompany them to some primary school which should be inspected and examined in their presence. They must, while on tour, inspect and examine as many primary schools as possible, and, after the examinations for payments by results have been held, they should obtain the results for some of the schools they intend to visit and, without giving previous notice to the Sub-Inspectors or Inspecting Pandits, re-examine them according to standards, so as to test the work of the subordinate staff.

In Assam, it has been laid down that every Board lower primary school should be inspected by the Deputy Inspector or Sub-Inspector at least three times a year, class promotions being made and leaving certificates awarded at one of these inspections. Every upper primary and middle school and every tol, madrassa, and maktab in receipt of Government assistance should be inspected by the Deputy Inspector at least once a year. When practicable, the inspection should last for the full sitting of the school, and Deputy Inspectors and Sub-Inspectors are to bear in mind that their duties include not merely an examination of the work of the school but the direction and assistance of school teachers in the practice of teaching, and that, by themselves taking a part in teaching, they not only arrive at a truer estimate of the condition of the school, but also show the teachers how subjects should be taught.

The work of Sub-Inspectors and Assistant Sub-Inspectors is confined to primary and similar elementary institutions. They are, however, allowed, in Eastern Bengal, when permitted by the Inspector of Schools or other authority, to visit middle schools, but such visits must not interfere with their legitimate duties to primary and indigenous schools. Inspecting Pandits are directly under their supervision, and Sub-Inspectors are held responsible for seeing that the work of this class of officers is efficient and satisfactory.

The duties of Inspecting Pandits, who are found in Eastern Bengal only, are :— (1) to visit primary schools once every three months and give instruction to teachers in the method of teaching, (2) to open new schools in localities where they are wanted, (3) to collect returns and statements regarding primary schools and assist Sub-Inspectors in their office work, and (4) to inspect indigenous schools with a view to introducing departmental standards of work into them. The qualifications of these officers are, however, generally low, and they have actually been replaced in the District of Bakarganj by Assistant Sub-Inspectors, who are men of superior attainments and whose educational qualifications are almost as high as those of the Sub-Inspectors of Schools.

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Average number of schools and pupils per inspecting officer.

48. During the quinquennium the Inspector and the Assistant Inspector of Dacca were, on an average, in charge of 10,724 schools attended by 300,615 pupils; the Inspector of Rajshahi of 4,987 schools containing 155,174 pupils and the Inspector of Chittagong of 6,273 schools, in which 191,561 pupils were educated. The average number of schools under the control of an Inspector in Eastern Bengal was thus 7,328 and of pupils, 216,117. The Inspector and the Assistant Inspector of Dacca visited 200 and 265 schools respectively, the Inspector of Rajshahi visited 179, while 138 were inspected by the Inspector of Chittagong.

A Deputy Inspector in the Dacca Division had under his charge, on an average, 1,441 schools, of which he visited 171; in the Rajshahi Division, 773, of which he inspected 140, while the number of schools under a Deputy Inspector in the Chittagong Division was 2,079 and the number of visits paid by him was 176.

Two hundred and ninety-five schools were under the special charge of a Sub-Inspector in the Dacca Division and 260 in special charge of an Assistant Sub-Inspector. Of these, 197 were visited by the former and 227 by the latter. In the Rajshahi Division the number of schools per Sub-Inspector and Assistant Sub-Inspector was 132 and the number inspected by each 124. In the Chittagong Division each Sub-Inspector had to visit 271 schools and he actually visited 191.

An Inspecting Pandit in the Dacca Division had, on an average, 115 primary schools, all of which were inspected by him. In addition, he visited a good number of the indigenous schools under his charge. In the Rajshahi Division, where officers of this class were not employed in all the districts, the average number on duty was 26. They visited all the schools (74 on the average) under their charge. In the Chittagong Division, of the 130 schools under the supervision of an Inspecting Pandit, 130 were inspected by him.

These figures relate, as will be observed, only to Eastern Bengal. Similar figures for Assam are not available owing to the complete reorganisation of the inspecting staff. The Inspectors were appointed only two years ago and the duties and position of the present Deputy and Sub-Inspectors do not correspond with those of the officers formerly so called.

Summary.

49. The inspecting agency of the province was thus considerably strengthened during the quinquennium. "The reduction of the number of examinations which is being carried out, and the general raising of educational standards which is contemplated," it was observed in the Government of India Resolution No. 199-221, dated the 11th March 1904, "demand an increased stringency in inspection and a substantial strengthening of the inspecting staff". The number of Inspectors has accordingly been increased from three to five in order that each division may have an officer and the number of Assistant Inspectors reduced from three to one. Seventeen more posts have been added to the rank of Deputy Inspectors, and twenty-eight to the rank of Sub-Inspectors, while the number of Inspecting Pandits have been reduced from 148 to 126, mainly owing to the fact that the services of this class of officers were dispensed with in Assam. Little or nothing has, however, yet been done for the inspection of girls' schools and for the general encouragement of female education. There is admittedly a large scope for female agency in this direction and, until one or two Inspectresses are appointed, the inspecting staff of the province cannot be said to be complete.

A view of the work done during the year.

50. This section has reference only to the concluding year of the quinquennium; it is not of general interest.

Director.

Mr. H. Sharp was in charge of the duties of the Director throughout the year. He toured for 225 days, visiting 200 institutions, which included 8 colleges, 36 high, 22 middle English, 7 middle vernacular, 32 Girls', 29 special, 5 European and 6 various other primary and indigenous schools.

Inspectors.

In the Dacca Division Mr. H. E. Stapleton held the office of Inspector for 270 days. He spent 145 days on tour and visited 139 institutions, of which 61 were high, 24 were middle, 35 primary and 19 special schools. Babu Joy Gopal De held charge of the office for 14 days, and Dr. P. Chatterji officiated as Inspector for 82 days, from 7th October to 27th December. The latter was out on tour for 52 days and inspected 24 high, 19 middle, 23 primary and 6 special schools, or 72 in all.

In the Rajshahi Division, Dr. P. Chatterji held office from the 1st of April to the 4th of October 1906, and spent 87 days on tour in the course of which he visited 55 secondary schools, 22 primary schools and 11 special and indigenous schools. Rai Sahib Pramada Kumar Basu took over charge on the 10th October 1906, and continued to officiate till the end of the year. He was away from headquarters for 79 days and inspected 30 secondary schools, 73 primary schools and 15 special and indigenous schools.

In the Chittagong Division, Maulvi Abdul Karim was Inspector throughout the year, except for a short period of 12 days from 10th to 21st of September 1906, when he went on privilege leave. He spent 133 days on tour and made 125 inspections, *viz.*, 47 of secondary, 46 of primary and 32 of special and indigenous schools. This shortage in inspection was due to ill-health.

In the Assam Valley, Mr. J. R. Barrow held office during the year. He spent 198 days on tour and visited 61 secondary, 61 primary and 12 special and indigenous institutions or 134 in all. The amount of inspection done, as compared with the period spent on tour, was hardly satisfactory.

In the Surma Valley, Rai Sahib Pramada Kumar Basu was Inspector from the beginning of the year to the 6th of October. He was away from headquarters for 54 days and visited 54 institutions. Babu Joy Gopal De was the officiating Inspector from the 16th October till the end of the year. He was on tour for 97 days and inspected 55 schools. The amount of inspection was distinctly inadequate.

Assistant Inspector.

There is only one Assistant Inspector. He is attached to the Dacca Division. The post was held by Babu Joy Gopal De for 189 days and by Babu Mahim Chandra Basu for 176 days. These officers displayed great energy in touring, remaining altogether 220 days away from headquarters and making 274 inspections. They visited 15 per cent. of the primary schools in the division.

Deputy Inspectors.

The Deputy Inspectors in Eastern Bengal districts are by rule required to spend 150 days on tour; in Assam they are similarly required to spend 240 days. (These requirements are now being made uniform.) In the Dacca Division there were changes in the personnel of the Deputy Inspectors in all the districts. Nevertheless, the limit of tour prescribed was everywhere exceeded, and all middle schools under their charge inspected. In the Rajshahi Division also changes in the staff occurred; but no middle school was left unvisited. Maulvi Kabiruddin Ahmed toured the most and Babu Bhubaneswar Gupta the least. The latter officer was out only for 113 days out of 340 days he was on duty, and paid only 105 visits. His work was the least satisfactory of all and was due, the Inspector observes, to his continued ill-health and the death of one of his children.

As for the Chittagong Division, it was observed by the Director of Public Instruction last year that the amount of touring and inspection done here appeared to be less than elsewhere. The work of the division shows no better results this year. While the Deputy Inspectors of two of the districts, Tippera and Noakhali,* failed even to put in the required number of days out of headquarters, the Deputy Inspector of the third (Chittagong) just managed to reach the prescribed standard. The work in the district of Tippera was the worst, where no less than thirty middle schools were left unvisited during the year. This clearly bespeaks a great lack of proper supervision on the part of the Inspector.

Generally speaking, the work done by the Deputy Inspectors in the Assam Valley was sufficient, although the minimum of touring prescribed was not attained in several cases. Maulvi Muhammad Ali and Babu Surja Kumar Das spent 33 and 34 days respectively, inspecting schools within 5 miles of the station, which is far too high a proportion. The last named officer, it is reported, does not tour enough and steps should be taken to bring home to him his responsibility in the matter.

Sub-Inspectors.

Sub-Inspectors in Eastern Bengal districts are by rule required to spend 200 days on tour; in Assam, the minimum is 260 days. Out of a total of 24,592 primary and indigenous schools in the province, 23,163 were visited by these officers. The number of primary schools under the inspection of each Sub-Inspector was 181 in Eastern Bengal and 164 in Assam, while the average number of visits paid was 172 and 194 respectively. The Sub-Inspectors toured, on an average, 153 days in Eastern Bengal and 216 in Assam.

In the Dacca Division there were several changes among the Sub-Inspectors of schools; but, due allowance being made for absence from duty, all the permanent Sub-Inspectors exceeded the prescribed minimum of 200 days on tour, except Babu Purna

* The failure in Tippera was due to the retirement of one officer and the ill-health of another; that in Noakhali to a change of personnel.

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Chandra Gupta in Dacca, Maulvi Tafazzal Hosain in Faridpur and Babu Surendra Kumar Sen in Bakarganj. Ill-health accounted for the short work of the last two; but no reasons have been assigned in the case of Babu Purna Chandra; and his short comings must be explained. Of the 7,882 primary schools in the division, 826, or ver 10 per cent., were left uninspected during the year, *viz.*, 191 in Dacca, 231 in Mymensingh, 86 in Faridpur and no less than 319 in Bakarganj. The last figure is accounted for by the fact that the inspecting staff were employed on famine relief work. "It is obvious, however", observes the Inspector, "that each officer has about twice as many schools under his jurisdiction as he ought to have, and until many more Sub-Inspectors are appointed, the field of inspection cannot be as adequately covered as it should be".

In the Rajshahi Division all the Sub-Inspectors were out on tour for the required number of days. The largest amount of touring was done in the district of Pabna and the least in Rajshahi. The average number of schools per officer in the division was 133, of which 131·2 were visited.

In Chittagong the following officers failed to tour sufficiently:—Babu Annanda Mohan Dutta, Babu Jatindra Mohan Chakravarti and Babu Annada Prasad Chatterji in Noakhali. The failure is ascribed, in the case of the first, to ill-health but no explanation has been offered by the other two. To make matters worse, Babu Annada Prasad Chatterji is reported to have spent no less than 50 days in visiting schools within 5 miles of the station. The Director agrees with the Inspector in thinking that he could not possibly have spent so many days on the inspection of schools at headquarters and considers that an enquiry should be made into his conduct. Of the 4,475 primary schools in the division, as many as 345 were left unvisited during the year, owing probably to the fact that all the Sub-Inspectors in Noakhali and two in Tippera were put on famine relief work in addition to their own duties for a part of the year. There was, however, no justification for Babu Kumudeswar Bose and Maulvi Muhammad Asad of Noakhali, both of whom were on duty throughout the year, to leave unvisited so many as 40 and 32 schools out of 192 and 185 schools in their respective areas.

In the Assam Valley, the Sub-Inspectors, taken as a whole, do not appear to have as good a record as the Deputy Inspectors. The tour of the following officers was inadequte:— Srijut Nava Kumar Barua, Srijut Sona Ram Barua, Srijut Premananda Gohain, Babu Kamakhya Charan Sen, Srijut Rohiteswar Datta, Srijut Sarbananda Das and U Joel Gatpoh. Explanations should be called from all of them and especially from Srijut Premananda Gohain who, it appears, spent as many as 55 days in visiting schools within five miles of the headquarters, which is an absurdly high proportion. Srijut Golak Chandra Bhuyan was suspended for insufficient touring and other reasons.

In the Surma Valley nearly all the officers worked satisfactorily, except Babu Bijode Behari Das who failed without adequate cause to tour sufficiently. His explanation that office work at headquarters prevented him from going out more often is wholly insufficient and cannot be accepted.

Assistant Sub-Inspectors.

There are thirteen Assistant Sub-Inspectors in the province, of whom 10 are attached to the Dacca Division and three to the Rajshahi Division. In the Dacca Division these officers spent, on an average, 205 days on tour and visited 233 schools. In the Rajshahi Division they were out on tour, on an average, for 237 days and inspected all the schools under them.

Inspecting Pandits.

There were altogether 126 Inspecting Pandits during the year in Eastern Bengal. The amount of work done by them was fair; but all the Inspectors are doubtful as to whether their visits render any material help to the gurus, of whom they are supposed to be instructors.

Merits of officers.

51. The Director would take this opportunity of acknowledging the services not only of the inspecting but of other officers of the superior services, who have rendered him aid during the somewhat trying times through which the Department has passed since the formation of the new province. Mr. C. H. Browning's careful management and attention to detail cannot fail to add to the efficiency of the Dacca College. Mr. H. E. Stapleton has evinced great activity in the work of inspection. Dr. P. Chatterji has showed both energy and tact. Rai Kumudini Kanta Banerji Bahadur maintained good order and discipline at the Rajshahi College under considerable difficulties. Mr. F. W. Südmersen has produced brilliant examination results at the Cotton College, Gauhati. And Maulvi Abu Nasar Waheed of the Dacca Madrassa has worked enthusiastically for the improvement of method in the teaching of Persian and Arabic.

The following Deputy or Additional Deputy Inspectors are commended for their good work:—

Babu Mahim Chandra Bose, Maulvi Kabiruddin Ahmed and Babu Kali Kamal Chatterji (Rajshahi Division); Maulvi Abdul Aziz (Chittagong Division); and Babu Behari Lal Dhar (Assam Valley Division).

The following Sub-Inspectors have been commended for their good work:—

Babu Har Kumar Basu, Maulvi Abdus Salam, Babu Govinda Chandra Ghosh, Babu Pramatha Nath Das Gupta, Babu Mathura Nath Guha, Maulvi Barkatulla and Kazi Majid Baksh in the Dacca Division; Maulvi Dalil Uddin and Babu Damodar Prasad in the Rajshahi Division; Maulvi Ahmedulla, Babu Ananda Mohan Datta, Babu Rajani Kanta Chakravarti, Maulvi Abdul Halim in the Chittagong Division and Babu Baikuntha Nath Bhattacharya in the Surma Valley Division.

The Director would likewise take this opportunity of acknowledging the good work done by certain of the teaching staff, namely:—

Babus Aghore Nath Adhikari (of Noakhali), Nava Krishna Bhadhuri (of Barisal), Bijoy Krishna Basu (of Dinajpur), and Harendra Narayan Chakravarti (of Bogra).

Method of Inspection.

52. Before 1901, there were no well defined rules regulating the inspection of schools in Eastern Bengal. The inspecting officers then paid greater attention to the examination of pupils and to the records of the schools than to the improvement of the teaching and to the administrative work of the teachers. This method underwent a great change during the quinquennium, owing partly to the introduction of certain inspection rules, sanctioned in Bengal Government Order No. 95 T. G., dated the 10th May 1901, and partly to the training of the subordinate inspecting officers, who were deputed to the Dacca and other training schools to receive instruction in the new subjects of vernacular education. The kind of work which is now expected from them is best illustrated by the following extract from the Bengal rules:—

> The proper scrutiny of a school consists of two principal parts, *viz.*, inspection and examination. By inspection is meant the process of seeing a school at work during its ordinary routine, noting the suitability of the building, the sanitary conditions, the arrangement and organisation of classes, the furniture and apparatus, how the accounts and registers are kept, the organisation, order and discipline, the relation between teachers and scholars; and, especially, the method of teaching. By examination of pupils (when on inspection) is meant the process of testing the pupils so as to see if the instruction and the mode of instruction are sound, and, further, to see whether faults detected by failures in public examinations have been or are being corrected; also to see how far subordinate inspecting officers have made suitable reports. In order to arrive at a fair knowledge of the condition of a school both inspection and examination are necessary. Inspection or at least part of it should usually come first, and the examination of pupils afterwards.

As a result of these instructions, inspecting officers are now more like peripatetic teachers than examiners, and endeavour to guide the staff of the school in the actual work of teaching as well as in management. Due attention is paid by them to the methods of teaching, to the arrangement of classes, to discipline, and to the provision of games. Model lessons are given to illustrate the manner in which different subjects should be taught, defects in teaching are pointed out and means suggested for their correction. Mark rolls and other records of the school, note-books of teachers, and exercise books of students are examined, and instructions issued for their proper maintenance. Suggestions for the improvement of the teaching staff, of the buildings, of the sanitary arrangements, and of the appliances are made to managers of schools. In short, all possible steps are now taken to ensure the successful working of the educational system.

In Assam, the main points to which the attention of an inspecting officer is directed are (1) to see that all registers are in order, (2) to enquire into the qualifications of the staff, (3) to examine the school building and equipment with a view to securing improvements if necessary, (4) to examine into and, so far as possible, improve the quality of teaching, and (5) to test carefully the capacity of the boys last promoted and last refused promotion in lower primary schools by the Deputy or Sub-Inspector so as to check the justice of that officer's conclusion. The improvement of the inspecting staff has made it possible to throw upon the inspecting officers a good deal more responsibility than they formerly possessed in the matter of giving practical instruction to the teachers.

Work of Executive Officers.

53. Not only as Chairmen of the District or Local Boards, but also as local authorities in intimate touch with the people, the District and Sub-divisional Officers have an important duty to fulfil towards education in general and primary education in particular. This principle is recognised

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in both portions of the province. Indeed, in Assam, inspection of schools by these officers has been declared to be as much a part of their tour-programme as any other work which they have to do in camp (See Article 224 of the Assam School Manual). That they are quite alive to their responsibilities in the matter is clear from the reports of the Inspectors, which show that they inspected a number of schools, both secondary and primary, in most of the districts and took a considerable amount of interest in all educational matters. Their co-operation is essential to foster and encourage the cause of education, and, to secure it, definite instructions for the guidance of educational officers were laid down during the last year of the quinquennium.

Functions of District Boards.

54. The powers and duties of District Boards are regulated by the Local Self-Government Act of 1885, and the rules framed under it. Under Section 62 of the Act, every District Board has been charged with, and made responsible for, the maintenance and management of all primary and middle schools under public management within the district, schools for Europeans excepted, the construction and repairs of all school buildings, the appointment of masters and assistant masters, and the payment of salaries. The rules confer the following additional powers:—

(1) Of deciding where new schools shall be opened and the manner in which accommodation for them shall be provided;

(2) of transferring or closing existing schools;

(3) of fixing the class and standard of eduction; and

(4) of fixing, within limitations, the rate of fees.

Section 65 of the Act makes it lawful for the Lieutenant-Governor from time to time to transfer to a District Board such funds as he may deem necessary for expenditure on the improvement of primary schools within the district under private management, and the Board is then responsible for the distribution of the grants. In addition to these duties, the Boards arrange to hold lower primary examinations, and supervise the work of Sub-Inspectors and Inspecting Pandits under their control. Practically, however, very little interest is taken by the members themselves in these matters, and all educational matters are disposed of by the Chairmen and the Vice-Chairmen, acting under the advice of Deputy Inspectors, who are *ex-officio* members of the Boards.

The relations between District Boards and the Department were cordial and friendly during the year 1906-1907. The Deputy Inspectors were consulted by the Boards on all important questions, and their advice was generally followed.

Functions of Local Boards.

55. In Eastern Bengal, District Boards may transfer the management, control, or supervision of any school to a subordinate Local Board, retaining, in their own hands, a general power of control. No such transfer has been made except in the districts of Mymensingh and Tippera. In these districts, however, the educational powers conferred on the Local Boards are purely nominal.

In Assam, on the other hand, Local Boards possess powers with regard to education similar to those enjoyed by the District Boards in Eastern Bengal. Their functions include, subject to certain limitations, the establishment and the closure of Local Board lower primary, upper primary and middle schools, the pay, appointment, promotion and dismissal of their staffs, the administration of grants-in-aid, and the like. These Boards are reported to have worked harmoniously with the Department during the last year of the quinquennium. Indeed their activity in opening new schools and generally pushing forward the cause of education, is most praiseworthy. The only complaint made was against the South Sylhet Local Board with regard to which the Inspector of the Surma Valley says:—"Unlike other Local Boards of the division, the Local Board of South Sylhet do not send the resolutions of their sub-committees to this office. They suspend or withdraw grants from schools without any reference to this office or to the Director of Public Instruction in clear contravention of Article 328 of the Assam School Manual. The dismissal of lower primary teachers is more frequent in this subdivision than in others."

Functions of Municipal Boards.

56. The position of municipalities throughout the province is defined in sections 32 and 69 of the Bengal Municipal (Act III of 1884). Section 32 provides that any school within a municipality, not being private property or the property of a religious institution or society, may, by order of the Local Government, be vested in the Municipal Commissioners. Section 69 provides that the Commissioners may apply the municipal fund to the construction and repair of schoolhouses, and the establishment and maintenance of schools either wholly or by means of grant-in-aid. These sections, therefore, confer a wide authority on Municipal Committees in respect of education.

The majority of the Inspectors make no mention as to the working of the municipalities. It appears, however, that nearly all the municipalities contributed, in 1906-1907, the requisite proportion (3·2 per cent.) of their income towards primary education.

Work of Educational Sub-Committees.

57. Each Board has under it an Educational Sub-Committee, consisting of selected members, where, in the first instance, all questions affecting education are discussed before being submitted to the Board for final orders. The report of the Rajshahi Division makes no mention as to the meeting of these committees. In the other divisions, they appear to have been mostly, as in the last year, less frequent than is desirable.

School Committees.

58. In Eastern Bengal these committees were reconstituted, during the quinquennium, in accordance with the instructions published in the *Calcutta Gazette*, dated the 5th April 1905, at pages 626-628. There are now committees for all aided and unaided high, middle and upper primary schools. The committees for upper primary schools are merely nominal; for eligible members are not, as a rule, available in the localities in which they are situated. The committees for middle schools are hardly better, all powers being exercised by the head master and the Secretary. The committees for high schools, however, exercise a considerable amount of control over the affairs of the school. Under the grant-in-aid rules the managers of all aided schools are responsible for the due expenditure of the school funds in accordance with the conditions of the grant, which are laid down by the Department, or the District Board, as the case may be. Subject to the approval of the Department, they exercise all powers regarding the appointment and leave of teachers, fix the scale of establishment and rates of fees, generally supervise the work of teachers and provide suitable accommodation and furniture for their schools. These committees are reported to have worked satisfactorily in the Rajshahi and the Chittagong Divisions but in the Dacca Division there is a serious tendency, remarks the Inspector, among the members to ignore departmental authority and advice.

There are now similar committees for all schools in Assam although the committees of Government and unaided high schools are not yet in working order. They are all of recent origin; and it is too early to pronounce an opinion on them. But the Inspector of Assam Valley thinks that they are of some practical value.

Private agencies.

59. Among the private agencies that work in the cause of education, none deserve so prominent a mention as the Missionary Societies. It is chiefly through their instrumentality that education has spread among the indigent and backward classes in Dacca and other parts of the province. But it is the hill tribes that are specially indebted to them. "In the hills and among aboriginal tribes in the plains", as has been observed by the Inspector of the Assam Valley Division, "they are the chief agents through whom teaching is done, their knowledge of various hill languages and of the people enabling them to do the work, which officers from the Valley could not perform without considerable training. Government, in the main, contents itself with making grants to the various missions and laying down to some extent the principles on which they are to be applied. It follows that the missions are very largely the 'controlling agencies' of their own schools, and in the Naga and Lushai Hills, missionaries have been definitely given the status of 'Honorary Inspectors'."

Mention should also be made of the various associations which have been formed in different parts of the country and which play an important part in the educational system of the country. The most prominent of these are the Provincial Muhammadan Association of Eastern Bengal and Assam, the Anjuman-i-Hemayat-i-Islam of Barisal, the Anjuman-i-Mufidul Islam of Madaripur, the Anjuman-i-Islamia of Sirajganj and the Muhammadan Associations of Rangpur and of Chittagong; which are reported to have taken a lively interest in all matters concerning the advancement of Muhammadan education; and the Surhid Sabha of Faridpur and the Hitaishini Sabha of Tippera, which devoted a good deal of their attention to female education.

Cost of Direction and Inspection.

60. The total expenditure from public funds on direction increased from Rs. 27,661 during 1901-1902 to Rs. 66,217 in 1906-1907, and that on inspection from Rs. 2,45,661 to Rs. 3,40,722. The total cost of direction and inspection was, therefore, Rs. 4,06,939 in 1906-1907 against Rs. 2,73,322 in 1901-1902.

CHAPTER IV.

COLLEGIATE EDUCATION.

(See Tables XXXIX—L.)

A.—The University.

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61. All the colleges of this province are affiliated to the University of Calcutta.

62. The most important event of the quinquennium has been the production of the new Regulations, framed by the University in accordance with the Indian Universities' Act of 1905. It is as yet too early to judge of the working of these Regulations, but the changes, or probable changes, which they will introduce, so far as regards the actual working of our colleges, are treated in their most important aspects in the following monograph by Mr. Browning, Principal, Dacca College :—

Changes in University Regulations.

(i) Courses of study.

The first and most obvious effect of the new Regulations in this aspect is in the direction of multiplicity. Under the old conditions there were but two or three clearly defined paths of study and the would-be wayward student was strictly limited to one or other of them. Up to the intermediate stage (First Arts Examination) hardly any diversity was allowed, each student being compelled to take English, a classical language, Mathematics, History or Logic and Physics and Chemistry. It will be seen that the only choice was between History and Logic and even here the student who could not make up his mind which to take was allowed to take both, the one being offered as a compulsory and the other as an optional subject. For the B. A. degree there were but two courses, popularly known as "A" and "B" corresponding roughly to Literary and Scientific. For both English was compulsory, and for the A course Philosophy and for the B course Mathematics in addition. As there were but three subjects in either course it followed that only one subject in each course was optional—that is to say, in the choice of which a student could exercise his volition. In the A course he could choose between a classical language and History (including Political Economy) and Mathematics; in the B course between Physics and Chemistry (taken as one subject) or Physiology with either Botany or Zoology, or Geology with either Mineralogy or Physical Geography. As these subjects from Physiology onwards were taught nowhere outside Calcutta, it practically followed that mofussil students who offered the B course had no choice at all but that all took up English, Mathematics, and Physics and Chemistry. All this is now changed and by the new Regulations over 200 possible combinations are permitted. The advantage of this to study in general and to students in particular is obvious and its effect on colleges is hardly less so. It implies, however, two conditions, *viz.*, (1) specialisation and (2) (where possible) co-operation.

As regards the first condition it is hardly necessary to point out that no single college can allow its students to offer more than a strictly limited number of combinations. No staff could be entertained capable of lecturing upon every subject, and even if this difficulty could be got over, it would tax the wit of man to draw up a time-table to include more than a comparatively small number. It therefore follows that each college must lay itself open to provide for those subjects and those only which it is most competent to offer. Secondly, where there are two or more colleges in the same city, especially in Calcutta, great advantage obviously will result from students of one college being allowed to attend lectures in another college on subjects unprovided in their own. This is after all but the tardy application of the principle of the division of labour to educational institutions; and the advantages attendant upon such division may be expected to follow in this instance also. Prominent among such advantages are of course efficiency and economy. The struggling aided or non-aided college need offer but two or three subjects and, being able to concentrate its funds and attention upon these, can hope to teach them well. The student can pick his college not merely, as in the past, for laxity of discipline and lowness of fees, but for efficiency in the subjects he desires to offer. Finally, by a co-operation of two or three colleges a large latitude can be allowed to students compatibly (as was impossible under the old conditions) with both economy and efficiency.

(ii) Efficiency of Colleges.

This, as has been pointed out above, is partly provided for under the new Regulations by the diversity of courses therein recognised. It is more fully provided for by those portions of the Regulations dealing with the affiliation of colleges. This change may be summed up in the sentence that whereas under the conditions hitherto prevailing the "privilege" of affiliation has been lavishly bestowed, so much so as to make the word "privilege" a misnomer, under the new Regulations affiliation will be a genuine test of efficiency. In this connection I may perhaps be permitted to quote from myself (*vide* Calcutta Review, June 1905) :—

"The Indian Universities can also bear a large and important share in the work of Indian educational reform. I desire to speak of them with all due respect, but they also, like the Indian teachers and lecturers of whom their governing bodies are largely composed, seem to me to have fallen into the same error of confounding instruction with education and to have placed the increase of knowledge (such as it is) above the development of character. Hitherto, with rare exceptions, they have affiliated any institution applying for affiliation regardless of its staff, accommodation and surroundings. In England this might have no bad result, as the colleges there are of such a character as to require little supervision in these respects. But in India, where many colleges are merely commercial speculations, where the passing of the prescribed examinations is considered the be-all and end-all of education, such freedom of affiliation is merely an invitation to disaster. But it my be said surely, in homely phrase, 'the proof of the pudding lies in the eating.' If students from these ill-equipped institutions can pass the prescribed examinations, that is a proof

that the institutions are fit for the work required of them. And so indeed it is. But the point is that the work required of them, *viz.*, the passing of a certain number of pupils through certain examinations, is not the only work that should be required of them. Colleges should, of course, give proof of their efficiency in this respect, but also of their efficiency in other and, in my opinion, far more important respects. Among these I would reckon first adequate accommodation, appliances and apparatus; second, due provision for and regulation of their members in hostels and messes; third, a properly organised staff; fourth, the maintenance of discipline and especially the observance of inter-school and inter-college rules. To carry out this work the Universities would have to appoint committees to inspect and report upon the condition of affiliated colleges. In the case of colleges under, or aided by, Government, such inspection and report could be safely left in the hands of the local Director of Public Instruction."

It is sufficient to add that all the points mentioned in the above quotation have been included in the new Regulations. That they will conduce to efficiency, if honestly and intelligently worked, there can be no doubt.

(iii) Residence.

So long as the Indian Universities were mere examining bodies the supervision of the residence of the students was naturally enough held not to come within their purview, and, probably on account of the difficulties presented by caste and the supposed inadvisability of interfering with domestic life and customs, the work thus passed over by the University was not taken up by Government or any other body. It began, however, to be gradually recognised that the unpopularity and possible danger of interference were as nothing compared with the evils of neglect. A system, or rather want of system, in which mere boys were allowed to attend school and college free from all discipline the moment they were outside the school gates, living, in many instances, where and under what conditions they pleased, could not fail to produce results disastrous alike to the students and to the educational system of which they were the victims. It says indeed a great deal for the restraint of the majority of students that the results were not even worse than they were. When, however, Government began to move in the matter and made here and there sporadic attempts to introduce some control, two difficulties at once presented themselves. The first was that of the agency by which supervision should be exercised, the second was pecuniary. Nearly invariably Hindu masters and professors were married (there was less difficulty in the case of Mahomedans) and, living with their families, were not available for residence in hostels or messes, and without actual residence it is hardly necessary to say supervision becomes almost nugatory. Secondly, rents in Bengal cities for good houses in respectable quarters are often extravagantly high and, except with the support of a Government grant or private benefaction, were beyond the reach of school or college authorities. Thus, as a rule, the one hostel attached to an institution and aided by Government contained provision for barely ten per cent. of the students to be provided for, while the remainder lived in messes practically *without* control. The system introduced into the Dacca College by my predecessor, Dr. P. K. Roy, was perhaps as good as was at that time possible. Dr. Roy extended the hostel accommodation from some 70 to 110 "seats" as they are called. He provided each hostel (there were two) with a resident Superintendent who was on the staff of the collegiate school. Students not in the hostel were, under his orders, either to live with parents or "recognised guardians" or in messes; and an elaborate body of rules was drawn up for the annual licensing and occasional inspection of such messes. The main defects of his system, due to no fault of his, were first that it permitted "mixed" messes not only in the sense of students of one institution living with those of another of the same kind, but also school boys living with college students, and secondly want of money which, owing to the poverty of many students and there being no funds from which to subsidise messes, compelled him to issue licenses to many messes really unfit. As regards the hostels, it was a simple step for me to limit the one hostel to college and the other to school students, though a reform which cost much money and which, together with the provision of necessary furniture and suitable accommodation, ran away with the bulk of the funds in hand. As regards the messes, reform was much more difficult. Consisting as they did of students of different institutions, Dr. Roy had framed the rule, probably the best under the circumstances, that the mess was to be under the jurisdiction of that institution to which the majority of its members belonged. This rule had a double defect inasmuch as while by it a number of Dacca College students were withdrawn from the control of the Principal, the latter was burdened with the supervision of a number of other students, with whom he had otherwise nothing to do. In order however to minimise these defects, Dr. Roy induced the heads of other institutions in Dacca to join him in forming a general mess Committee and had this Committee actually got to work and the other heads of institutions licensed and inspected their messes with the same thoroughness as did Dr. Roy, the system would have been fairly satisfactory. This, however, was not the case, and on my arrival I found that the Committee never met, and, when summoned by me, only one or two of its members attended.

The new University Regulations insist upon college students residing under one or other of the following conditions:—

I. With parent or legal guardian.
II. With guardian recognised by the head of the institution in which they are enrolled.
III. In a collegiate hostel.
IV. In a non-collegiate hostel.
V. In an attached mess.
VI. In an unattached mess.
VII. (Under certain conditions) in private lodgings.

They also absolutely prohibit "mixed" messes and hostels in the sense of a mixture of school boys and college students but permit students of different institutions of the same grade to live together. All such institutions, however, come under the jurisdiction of the "Students' Residence Committee" which, in the case of mofussil colleges, is empowered to delegate its authority to a local Committee of three persons of whom two must be representatives of the college concerned. Thus, in

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Dacca, where there are but two colleges, two of the Committee of three will be myself and the Principal of the Jagannath College; and through this Committee, which is small enough to be workable, we shall each of us possess the necessary authority over any of our students living in such messes. The main defect of Dr. Roy's scheme is thus removed. With the removal to the new buildings of the Dacca College and the opening of the fine new hostel with accommodation for 200 students, the vexed question of mixed messes *solvitur ambulando* so far as this college is concerned. In Calcutta, considerable grants by the University out of the special grant allotted to it by the Government of India have enabled a number of "attached" messes to be started; and these together with the control and supervision exercised by the Students' Residence Committee should go far towards settling the vexed residence question. In the mofussil the difficulties are not so great nor the evils so manifest as in Calcutta, and the local Committee under the Central Students' Residence Committee should be able to ensure that students reside under decent and wholesome conditions. Everything, however, it is needless to add, depends upon the way in which the Central Committee and its local offshoots do their work and the interpretation they put upon their duties. The new Regulations are far less satisfactory in their control of the residence of school boys, merely providing as they do, that such boys as do not reside with parents or guardians should live in "lodgings inspected by and under the control of some person responsible to the Head Master." If strictly enforced, this perhaps gives all the authority that is necessary; but its indefiniteness makes it easy of evasion.

63. Mr. Browning has, in another connection, treated of some other aspects of this matter. As regards these points, the following remarks are based largely upon Mr. Browning's Report: —

(iv) Affiliation.

"The changes with regard to the rules of affiliation are likely to have a twofold effect. First, they ensure, so far as Regulations can, that affiliated colleges shall work up to a certain standard of efficiency not merely in instruction but also in discipline and equipment. Secondly, they put the University in a position of authority over the colleges, such authority being largely exercised through the University Inspector of Colleges. It may perhaps be conceded that the first effect would be hardly possible without the second, but the result of the latter, at least so far as Government colleges are concerned, is likely to result in the embarrassments attendant upon duality of control. It is, however, to be hoped that co-operation on the part of the University and the Department will minimise, if not remove, such difficulties.

(v) College terms and vacations.

College vacations are unaffected by the new Regulations, but College terms are affected by the provisions of Chapter XXIII, regulating the admission, transfer and withdrawal of students. This chapter, by insisting on students entering college within three weeks of the commencement of term and prohibiting transfers under ordinary circumstances except at the end of term, ensures the terms being a reality instead of a farce. "Ex-students" (*i.e.*, those who do not present themselves at the examination immediately succeeding the completion of their regular course of study) are indeed permitted (and the wisdom of this rule is at least debatcable) to appear at either of two subsequent examinations without further residence or attendance; but "plucked students" are compelled to attend for the full academical year before being again presented in examination—a very salutary provision as, under the old Regulations, it was possible for a plucked student to sit again after a nominal attendance of six months which, in reality, might be only two or three.

(vi) Instruction and class examination.

The insistence upon class exercises and examinations as a preliminary to the University Examinations is a step in the right direction. "They are," as the University Commissioners remarked, "found now a days at every affiliated college, but for the most part the practice is unsystematic, and at most colleges is weakened by various forms of slackness which mar its efficiency in a greater or less degree." "Instruction" is mainly dealt with in Chapter XXVI. This chapter lays down the minimum number of lectures to be delivered in each subject, a number which, in practice, will be largely exceeded by the better colleges. It is also indirectly controlled by Chapter XIX, since rule 3(b) of that chapter demands information regarding "the qualifications of the teaching staff together with copies of their testimonials and the conditions governing their appointment and tenure of office." Should this information be unsatisfactory, it is open to the University to decline to affiliate the college in default either totally or in part. This, if strictly enforced, should not only secure that professors are men of proper qualifications, but also—what is equally necessary—that they are recruited on reasonable terms.

(vii) Recreation.

The University Commissioners remarked :—"Combined with the library either within the same walls, or in a room adjoining, there must be a space set apart and furnished with tables at which professors and students may work with one book or several as their studies require—a reading room in fact." It has also been suggested by them that a quali-

fied librarian for a college must at least be a man of education and intelligence, so that he may to a certain extent guide the students in their studies. Colleges are now required to inform the University regarding their library and the facilities given to students to make use of it. Provisions are likewise to be made for the physical welfare of students—which may be taken to mean for their participation in wholesome forms of exercise.

Discipline.

Discipline, prior to the issue of the new Regulations, was weakest in the following points:—

(i) The freedom with which students could migrate from college to college even in mid-term.

(ii) The practice, in certain colleges, of receiving on transfer and promoting students who had been refused promotion in the college they were leaving.

(iii) The laxity of control over messes and lodging houses and the want of supervision over hostels.

(iv) The small percentage of attendance (66 per. cent.) required at lectures and the system of "ex-students" and "plucked" students.

(v) The absence of control over students in the streets and other public places.

(i) is effectively dealt with in Chapter XXIII.

(ii) is prohibited by rule 26 of Chapter XXIII.

(iii) is controlled by Chapter XXIV.

(iv) is remedied by rule VI of Chapter XXVI so far as percentage of attendance is concerned, while "plucked" students have now to attend the full academical year instead of a nominal six months (often two or three in practice) as heretofore. "Ex-students" are, however, still permitted.

(v) is a very difficult subject for legislation. Indirectly the new Regulations give the University and colleges power to cope with public disorder; since the students complained of may be proceeded against, under Chapter XXIII, 33 and 34, by their college Principal, or if the college be a consenting or abetting party, then by the University Syndicate by proceeding against the college for withdrawal of affiliation.

(viii) Professors.

These, in so far as they are University officials, are dealt with in Chapters IX, X, and XI; in so far as they are college officers, in Chapter XIX, 3(b). The power given to the University is sufficient to ensure (a) the qualifications, (b) the sufficiency in numbers, and (c) proper conditions of service of the professoriate of affiliated colleges.

B —Figures regarding Colleges.

General Statistics

64. There are eleven Arts Colleges in the province, four of which are State and seven private. Two facts stand out for notice:—(i) In none of these colleges is there any invested endowment of magnitude, save in the Rajshahi College, which is partially maintained by the munificence of local zamindars. (ii) Not a single private college is in receipt of State aid; nor, so far as can be ascertained, has any of them received capital subventions. It is to be noted that no part of the Imperial allotment of Rs. 1,05,000 for the improvement of colleges (other than State institutions) was thrown out during the period under reference, though dispositions for doing so were commenced. The State Colleges are the Dacca, Rajshahi, Chittagong Colleges and the Cotton College at Gauhati. Two only of the State and one of the private institutions are first grade colleges, and only two—the Dacca and Rajshahi Colleges—teach up to the M.A. standard. The remainder are of the second grade, teaching up to the F. A. standard.

The number of students in the State colleges showed a continuous decline during the quinquennium from 739 to 436 (taking the figures as on 31st March) but that in the unaided colleges rose, more or less steadily, up to the year 1905-06 from 934 to 1,001, and then, owing to large failures in the University Examinations of 1906, decreased to 761. Similarly, while the attendance in the former declined without any interruption from 726 to 405, it remained steady at about 900 in the latter class of colleges, and then fell to 652. The decline in the State colleges also was due to a certain extent to examination results; but it would not have been so serious had it not been for the large fall in the Dacca College, where other additional causes were at work. These causes, says the Principal, were partly accidental, partly deliberate, but chiefly political. "The accidental cause," he adds, "was the outbreak of plague in Calcutta which caused the numbers of the Dacca College to be abnormally swollen in both of the years 1901-02 and 1902-03. The figures for 1903-04 may be taken

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as normal and also as about 12 per cent. more than the college could properly hold. The second cause began to operate in 1904-05, when a deliberate system of weeding out was begun, to get rid of students considered undesirable whether from advanced age or frequent failures. The third cause has been operating, to some extent, throughout the quinquennium, but with greatly increased force since the partition. Students in the junior classes have gone to the Jagannath College, which last year numbered 312, being the largest second grade college in India. Those in the senior classes have gone mostly to Calcutta, but it is noticeable that the decline has been much larger in the junior classes. A comparison of the year 1906-07 with 1896-97 (as shown above, a comparison with the abnormal figures of 1901-02 is useless) shows this very clearly. Thus while the figures for the third and fourth year classes in those two years are almost identical, those in the first and second year classes exhibit a decline from 99 to 43 and 93 to 53 respectively. It is safe to assume that the great majority of these have gone to the Jagannath College and that the cheaper fees at the latter (Rs. 3 as against Rs. 6) have been a factor in the decline."

Pupils in different stage of instruction and Examination Results.

65. There were, on the 31st December 1906, 781 students reading in the second year class. Of these, 748, the smallest number since 1901-02, were presented at the F. A. Examination, and 278 were successful, giving a percentage of 35·6, which has not been exceeded during the quinquennium except in 1901-02 and 1903-04 when it rose to 37·5 and 38·3, respectively. Students reading in the fourth year class numbered 232, of whom 230 were presented at the B. A. Examination and 41 passed, being a percentage of 17·6 against 20·7 in 1905-06, 30·9 in 1904-05 and 12·6, 17·7 and 19·9 in each of the three preceding years. (These percentages have been reckoned upon the numbers in the second and fourth year classes.) In the M. A. Examination one candidate out of seven presented in 1901-02 was successful and two out of five in the year 1905-06. On the whole State colleges show much better results than the unaided institutions.

These fluctuations in the examination results are worth noticing. Their outstanding features are :— (i) the failure of the M. A. Class and (ii) the higher percentage of passes in the F. A. over that in the B. A. Examination. "The first," observes the Principal of the Dacca College, "can partly be attributed to the insufficiency of the staff in the M. A. Classes, and partly to the want of any inducements such as scholarships to post graduate study. As regards the poor result of the B. A. Examination, these must continue so long as all our first division candidates in the F. A. are allowed to take their scholarships away to Calcutta colleges."

Of the 41 candidates who were successful at the B. A. Examination in 1906-07, 33 came from Government colleges and the remaining 8 from the only unaided 1st grade college in the province. In the F. A. Examination, out of 278 who passed, 105 belonged to Government colleges and 173 to private institutions. A comparison of these figures with those of 1901-02 shows that, while 37·9 per cent. and 86 per cent. of the successful F. A. and B. A. candidates in 1901-02 belonged to Government colleges, 62·1 per cent. and 14 per cent. respectively belonged to the unaided colleges, and while 37·7 per cent and 80·5 per cent. of these candidates in 1906-07 came from the former, 62·3 and 19·5 per cent. of them came from the latter. The most important result to be obtained from these figures is the evidence they afford of the prominent share which is taken by colleges under private management in the higher education of the province.

Expenditure.

66. The total expenditure increased during the quinquennium from Rs. 1,28,416 in 1901-02 to Rs. 1,74,780, of which Rs. 87,080 was derived from Provincial Revenues, Rs. 56,139 from fees and Rs. 31,261 from other sources. The cost of educating each student increased, in State colleges, from Rs. 127 to Rs. 307 and, in unaided institutions, from Rs. 38 to Rs. 69.

The rate of fees levied in all the colleges of this province is Rs. 3, except in the Dacca, Cotton and Murarichand Colleges, where the fees are Rs. 6, Rs. 5, and Rs 4 respectively As a result of the fall in the enrolment, the receipt from these sources declined in both classes of institutions, in the unaided from 76 per cent. of the total expenditure to 54·7, and in the Government from 56·5 per cent. to 24·3. The deficit in the case of the former was met by increased expenditure from "other sources" and in the case of the latter, by larger grants from the Provincial Revenues. The figures returned under the last head are specially noticeable. In 1901-02 the total expenditure on Government colleges, containing 739 students, was Rs. 92,488, of which no less than Rs. 52,328 was borne from fees and only Rs. 29,853 from Provincial Revenues. In 1906-07, the number having meanwhile sunk from 739 to 426, the total

expenditure was Rs. 128,534, of which only Rs. 31,133 was borne from fees and no less than Rs. 87,080 from Provincial Revenues. In other words, while the total expenditure has increased during the quinquennium by about 38 per cent. the amount met from fees has diminished by 40·5 per cent., and that borne by Provincial Revenues has increased by as much as 65·6 per cent. So far as these figures are the results of diminished numbers and hence loss of fees, they call for no comment; so far as they are the result of deliberate policy in strenthening the staff, improving the equipment and generally levelling up the institutions to the standard of Government colleges in other provinces they are wholly to be approved. It will be noticed that the most substantial increase has been incurred within the last twelve months. This is due to (*a*) the entertainment of an Indian Educational Service Professor in the Dacca College, (*b*) the increase all round (with retrospective effect) of the salaries of the staff in the Provincial Service and (*c*) larger expenditure on colleges. During the last twelve months the neglect of many years has been partially made good and this, together with the decline in numbers, has produced these remarkable figures.

Scholarships.

67. There is a general system of public scholarships paid from Provincial Revenues in this province; the first set, called junior scholarships, are granted on the result of the Matriculation Examination and are tenable for two years; the second set, called senior scholarships, which are tenable for the same period, are granted, in Eastern Bengal, on the result of the F. A. Examination, and, in Assam, to enable junior scholarship-holders to continue their studies. Besides these there are special scholarships reserved for Muhammadans.

In Eastern Bengal the following scholarships are open to competition :—

(1) Three first-grade senior scholarships of Rs. 25, and ten second grade senior scholarships of Rs. 20.

(2) Two first-grade junior scholarships of Rs. 20, twelve second-grade junior scholarships of Rs. 15, and twenty-five third-grade scholarships of Rs. 10.

The following are reserved for Muhammadans :—

(3) Six special senior scholarships for Muhammadans of the value of Rs. 10 and six of the value of Rs. 7.

(4) Fourteen special junior scholarships for Muhammadans of Rs. 7.

(5) Three Mohsin senior scholarships, one of Rs. 16, one of Rs. 14 and one of Rs. 12.

(6) Four Mohsin junior scholarships of Rs. 8.

In Assam there are 34 junior college scholarships, two of the value of Rs. 20, twelve of Rs. 15 and twenty of Rs. 10 per mensem. Of these, three are, if possible, awarded to Muhammadans and to special classes. The number of senior scholarships is not limited. They are of the value of Rs. 25 and Rs. 20.

The total expenditure on scholarships held in arts colleges, which amounted in 1901-1902 to Rs. 23,810, increased to Rs. 31,356 in 1906-1907. Of this total, Rs. 24,914 was met from Provincial Revenues and Rs. 6,442 from other sources. Expenditure from Provincial Revenues increased by Rs. 1,575 and that from other sources by Rs. 5,971.

C.—Description of Colleges.

68. We may now examine the existing conditions of the colleges, specially with reference to recent or imminent improvements. The facts regarding the private colleges have largely been taken from the report of the Commission appointed by the Senate in 1906.

Dacca College.

69. The Dacca College will before long be removed to the new buildings which are being erected for it on an excellent site outside the city. The change will make an epoch in the history of the college, especially as the new hostel will contain quarters for 200 students, and four residences, two for the staff of the Indian Educational Service and two for that of the Provincial Service,—a fact which will make it a residential college in the best sense of the term. It provides instruction up to the standard of the M. A. Examination (old Regulations) of the University of Calcutta. The college has a fairly complete scientific equipment. Lectures are supplemented by a complete and effective system of regular class exercises, called, in the college, "Circle examinations". Papers are corrected and returned; marks are recorded, and the total used in determining promotion and permission to appear at the University Examination. At the same time, the outline of a complete tutorial system has recently been drawn up and brought into operation. The staff consists of a Principal and eleven Professors and Lecturers. A second European Professor has been appointed for the college. The conditions of pay are satisfactory, no salary being less than Rs. 100 a month. With the multiplicatoin

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however, of the courses under the new Regulations, and the insistence on practical work by all science students and on a longer course and a larger number of lectures for the M. A. degree, an increase in the number of Professors has become a necessity, while the improvement of the quality of the staff by increasing the number of Professors with European qualifications has become a desideratum. The new Regulations as to the provision of library and reading rooms will make no difference to the Dacca College, which has a fair library of 7,000 to 8,000 volumes and two reading rooms opening out of it, each with accommodation for some 20 readers. As a matter of fact, however, quite apart from the new Regulations, important steps have recently been taken to increase the value and use of the library. The annual grant has been increased to Rs. 1,000. Deposit money has been abolished, with the most beneficial effects. And permission is given to take out books during the vacation. There is an excellently situated hostel in a hired house. Steps have already been taken to bring the general arrangements into line with the new Regulations. All messes, in which there is a majority of Dacca College students, are licensed and under the control of college authorities. These will, however, largely, if not wholly, disappear when the college is removed to the new buildings. There is a College "Union" managed by a Committee of Professors and students with the Principal as President and Treasurer. The Union includes athletic organization and a students' common room.

All the elements of a complete collegiate life are thus found in the Dacca College. "The college", as was observed by the University Commissioners, "may claim to be working in accordance with newer ideas of what collegiate life should be, and to deserve the great expansion and development which awaits it as the leading college of the new province."

Rajshahi College.

70. The Rajshahi College is located in a handsome two-storied building standing in a spacious and well-kept compound. This building, as well as the hostels, was erected at the cost of the larger zamindars of the district, who, as already noted, have also endowed the college. The chief endowments consist of Rs. 1,50,000 collected by the Rajshahi Association, and of land, bringing in Rs. 5,000 a year, made over to the college in perpetuity by the Dubalhati Estate. Other benefactors are the Dighapatia and Putia Estates. There is no provision for the residence of the Principal or any other member of the staff. The staff consists of a Principal, who is also Professor of Science, and seven (six of whom are first class M. A.'s) whole time Professors, besides a Professor of Physiology and Sanitary Science and two teachers of the collegiate school who also work in the college. To enable the college to teach up to the full standards of the new Regulations some increase of staff will be necessary. Class exercises are regularly held in the second and fourth year classes and the marks are entered in a register kept for the purpose. The library has nearly 6,000 volumes, and of these nearly two hundred were added in 1906. There are, however, few books of reference. To facilitate the use of the library, the deposit required has been reduced from Rs. 6 to Rs. 3 while scholarship-holders are allowed to take out books free. There is an annual grant of Rs. 300 for the library, but, considering the subjects that are to be taught according to the new Regulations, this amount is not, in the opinion of the Principal, sufficient. One room contiguous to the library has been set apart for the common room and is provided with a fairly large number of periodicals and newspapers, where the professors and students meet. A separate building for the students' common room will, however, shortly be erected at a cost of Rs. 12,000, of which Rs. 6,000 has been contributed by Kumar Saradindu Roy of Balihar.

Attached to this College are two Hindu hostels, *viz.*, the Pramatha Nath hostel and the Rani Hemanta Kumari Devi hostel accommodating more than 100 boarders. The erection of another building for the Hindu boarders is urgently needed. For the Muhammadan students there is the Moslem hostel erected by the local Muhammadan Association and managed by a Committee of which the Principal of the college is the President. It can accommodate 30 boarders. In both Hindu and Muhammadan hostels, the college and school boys used to mess together, although they lived in separate parts of the boarding houses: but this is not allowable under the new Regulations. Complete separation between the college students and the school pupils is now being effected. Administrative sanction has been granted for the erection of a Muhammadan hostel for school boys at a cost of Rs. 48,000, and the present Moslem hostel will be utilised for the Muhammadan boys of the college. The construction of the building will be taken in hand next year. There is only one licensed mess; this contains sixteen students. Physical exercise in some shape or other was made compulsory for the college students in February last; and Professors,

in turn, supervise the games or take part in them. There are cricket, tennis, football and *Deshi-Kasrat* clubs. The low land, known as the Makdum tank, is being filled up with sand, and, when this is completed, the play grounds will be considerably extended.

Chittagong College.

71. This College shares with the school a building in which are accommodated the first year class, the library, the students' common room and the offices. A separate building accommodates the second year class and Science lecture room. The stock of apparatus is sufficient for the requirements of the present F. A. course.

The staff of the college, which formerly consisted of the Principal and three other lecturers, has been numerically increased by the appointment of a lecturer in Pali in March 1904, who teaches Pali also in the attached school. The progress made by the students is tested by exercises which are conducted with regularity. The college has a library containing over 5,000 books, but there is no reading room attached to it. The rule requiring students to deposit caution money before taking out books has been withdrawn, and 278 volumes were borrowed during 1906-1907. There is a common room, provided with journals and books lent out from the library, which appears to be popular both with the students and the teachers. The sporting club, for which a subscription of four annas is charged, is common to the college and the school. There are two hostels—one for the Hindus and the other for the Buddhists. There is accommodation for 27 boarders in the former, which is owned by Government and is situated within the college compound. The Buddhist hostel is a hired house and accommodates 15 students. Both the hostels, being now open alike to the students of the college and of the collegiate high school, do not properly fall under any of the classes of hostels or messes recognised by the new Regulations. The solution of this difficulty lies in the separation of the hostels for the two institutions, which is under the consideration of the authorities.

As to the desirability of raising the college to the status of a first grade college, the University Commissioners were of opinion that having regard to the large number of Government and Railway officers stationed at Chittagong, there could be little doubt that a college teaching the full courses for the degrees of the University would eventually justify its existence. "In order, however, to provide suitable accommodation for a first grade college," they said, "it would be necessary either to erect new buildings altogether for the college or to remove the collegiate school to new buildings. In either case, if science is to be taught, new laboratories, lecture rooms and other appurtenances of a properly equipped science department would have to be provided. The staff, it is superfluous to add, would also have to be improved and increased in number."

Cotton College.

72. The College is held in a spacious and lofty single-storied building containing three airy and well-lighted class rooms, besides the Principal's room, the Professors' room, the office and two large halls, one of which is a combined laboratory and lecture theatre and the other an examination hall and library. The staff, consisting of four Professors and the Principal, is small, but quite adequate, both as regards the number and qualifications, for the requirements of so small a college. Lectures are supplemented by class exercises and by weekly exercises in English composition. Regular monthly examinations in all subjects are also held and the results tabulated. These examinations are made a means of instruction and also serve as tests of progress. For the teaching of science there is one large laboratory for Physics and Chemistry and a stock of apparatus and chemicals ample beyond the strict requirements of the University at present for the F. A. standard. The library is an excellent one containing some 2,000 books, nearly all well chosen and useful. No deposit is required, a fact which conduces to the freer use of the books. But, for the more extensive use of the library for consulting purposes, a common room with a librarian always present is a matter of urgent importance and proposals have already been submitted in this direction. There are two hostels attached, one for Hindus and the other for Muhammadans. Improvements are urgently needed in the former. Each hostel is under a resident Superintendent, who receives a special stipend in consideration of the responsibility involved. Under each Superintendent there are prefects, two for each hostel, who assist in maintaining discipline. Physical exercise is not neglected. There are tennis courts in the grounds of both hostels. Cricket, football and hockey are played to some extent; but the interest in these games is, observes the Principal, very evanescent and requires to be constantly maintained by watchful vigilance on the part of the staff.

The proposal to raise the college to the B. A. standard has had the strong support of the University Commissioners, who in their report set forth the urgency of the need for providing the Assam Valley with a comparatively complete University

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course of study. "The smallness of the numbers reading in the college," observes the Principal, "offers the only valid objection that can be raised; but it should be remembered that the smallness of the numbers is due to two causes only—the small number of boys who pass the Entrance Examination from the schools of this valley, and the large percentage of success obtained by the students reading in the college. The first cause is beyond our control and the second is one which rather redounds to the credit of the institution than one which should provide an argument against its continued encouragement. The first cause is one which will gradually be removed as education improves throughout the valley. The point, however, upon which I would lay stress is that Assamese students have passed the F. A. in such numbers and in such high divisions as were never dreamt of by the most sanguine Assamese leaders when the college first started. In the whole educational history of the valley, the F. A. results, since the opening of the college, have been unparallelled, and it should be remembered also that, in spite of all predictions made to the contrary when the question of a college was first mooted, over 80 per cent. of the students are Assamese. This success of the Assamese, a success, which in the past two years has placed the college at the head of all the colleges of the University as far as success in the F. A. is concerned, has shown conclusively that, by providing the Assamese with facilities for the pursuit of their education under circumstances adapted to their needs and conditions, the Assamese can hold their own in public examinations, and can become as good servants in public or private life as any other race in India. The completion of the scheme of this college will in a few years provide as many well qualified B. A's. as it does now of F. A's."

Brajmohan Institution, Barisal.

73. The Brajamohan Institution, which is a first grade proprietory college, is held in a large one-storied building with a large compound attached to it. The staff, which is well qualified, consists of a Principal, and seven whole-time Professors, including a Maulvi and two teachers who also work in the collegiate school; but the scale of salaries is low. Exercises are held in all classes, but (the University Commissioners remarked) not with any system and regularity. The laboratory satisfies the requirements of the First Examination in Arts under the existing Regulations. There is a library containing 1,500 volumes and students are required to deposit Rs. 2 before they are allowed to borrow books. A hostel is attached to the college, the boarders occupying a number of thatched houses, and a brick built house, large enough to accommodate twelve students. There are also two licensed lodging houses. Both the hostel and the licensed lodging houses have resident Superintendents. In addition to the usual debating society, there is a "Teachers' and Students' Friendly Union", which seeks to provide religious and moral teaching. Excursions are also organised in which the teachers and students freely mix with each other and take part in games. There are arrangements for teaching drill, gymnastics and country games.

Jagannath College, Dacca.

74. The Jagannath College has recently been transferred by the proprietor to a Board of Trustees, who have appointed a governing body for management of the college on which the teaching staff is represented. The college occupies poor buildings in a somewhat congested compound. A separate building contains a commodious lecture-theatre for the science class, a laboratory, a sitting room for the Professors and a room for the Principal. The staff consists of 5 M.A.'s, a L.M.S., and a Muhammadan Maulvi. The second year class is divided into two sections, one being for "plucked" students only. Exercises are set every week, but, as the University Commissioners remarked, Mathematics and Science are the only subjects in which papers are corrected and returned. The stock of apparatus is sufficient for the requirements of the F.A. standard under the existing Regulations. A practical class has been opened although not required under the present rules. The library contains over 800 books. Students may borrow books, but a deposit of Rs. 5 is required. The hostel, pronounced by the University Commissioners to be one of the best they had seen, is accommodated in a large, handsome two-storied building with wide verandahs and well-ventilated rooms, capable of accommodating 80 students. It is open to the objection, however, that it is occupied by students both of the college and an attached school. There is a sporting club attached. The University Commissioners considered the college fit to be raised to the B.A. standard, provided there was room for another first-grade college in Dacca.

Pabna College.

75. This is a proprietory college held in a one-storied brick building. The accommodation provided is on a very modest scale. There is no laboratory nor any common room or reading room for the students. The furniture is poor and the stock of scientific apparatus scanty. The staff consists of the Principal, two Lecturers (M.A's of the Calcutta University) and the

Sanskrit and Persian teachers who teach also in the associated school. The library contains about 600 books, but they are chiefly text-books, many of them of an elementary character. The hostel is occupied both by the college and the school boys. There is also a mess but it is similarly mixed. Both are in an unsatisfactory condition. Cricket and football are played in an adjoining piece of land belonging to Government. The college, as was remarked by the University Commissioners, is a good example of the difficulty of making a purely proprietory college really efficient.

Victoria College, Comilla.

76. This is a proprietory College, though the management has been nominally entrusted to a Board of Trustees. The buildings of this college consist of fairly decent tin-houses. The equipment is even worse than that of an ordinary second-grade college. The science room has no special furniture, only cupboards and tables. There is no lecture theatre for teaching science. There is no library save in name. The staff consists of three M.A's, but is very badly paid. The hostel has accommodation for 30 boarders and is of the usual type (bamboo and thatch). There is a students' club and games are played, but without any marked activity.

Tangail Prama ha Man a ha College.

77. The college buildings consist of four small *kutcha* houses with corrugated iron roofs, quite unsuitable for educational purposes. The staff consists of a Principal, two whole-time Professors, a Maulvi and a Lecturer on Sanitary Science. Class exercises are held but the results are not recorded. There is no adequate provision for the teaching of science. The college can hardly be said to have a library. The hostel, which consists of four houses with corrugated iron roofs and mat walls, provides accommodation for 50 boys. There is a moral training society for the students and a sporting club, with one of the professors as Secretary, is attached. Large expenditure must be incurred on buildings and equipment to place the college on a satisfactory footing.

City College, Mymensingh.

78. This College, which is attended mostly by students belonging to the Mymensingh district, is managed by a Committee and is moderately housed. The accommodation is, however, inadequate. The staff consists of the Principal, and two Professors. There are also teachers of Sanskrit and Persian and a Lecturer on Sanitary Science. Class exercises (remark the University Commissioners) are given in some subjects and returned to students after correction. The stock of apparatus is not sufficient for the needs of the present F.A. course. The library contains over 600 well-chosen books and may form the nucleus of a useful collection. A rented house is used as hostel, which is under the management of a teacher of the collegiate school living on the premises. Students of the college and of the collegiate school alike live in it. Games are played on a piece of land belonging to Government, three-quarters of a mile from the college.

Murarichand College, Sylhet.

79. The Murarichand College is a proprietory college. The present building is distinctly unsatisfactory, and there is no doubt that work is carried on under great disadvantages. The class room furniture is bad. The library contains 600 volumes, largely school books, kept in poor almirahs. There is no reading room. The laboratory is merely a room in which the science apparatus is kept. The stock of apparatus is insufficient for the requirements of the present F. A. standard. The staff consists of a Principal, three Professors and a Maulvi; all of them teach in the attached school also. Class exercises are set with some system and, in certain subjects, marked and, in others, remarked upon. Two thatched buildings serve the purposes of a hostel, but the arrangements are practically those of a mess. They accommodate 20 boarders, but are largely tenanted by school boys. The college has been provided by Government with a cricket ground about half a mile off from it. There is a great deal to be done to increase the efficiency of this college, even as a second grade college.

80. The chief defects of most of these unaided institutions lie in buildings, class room accommodation, libraries, laboratories and in incomplete separation from schools. "The colleges at Pabna, Tangail, Sylhet and Comilla", observed the University Commissioners, "will have to incur considerable expenditure before the University can be expected to grant them affiliation under the new Regulations".

CHAPTER—V.

SECONDARY EDUCATION.

(See Tables LI—LXXI.)

SECONDARY EDUCATION.

81. Secondary Education, as the term is accepted at present, may be described as that which is above the primary course and below the collegiate, excluding technical or special instruction. For those who proceed to a University it forms the connecting link between elementary and higher education.

General Character.

82. Secondary schools are of two classes—High and Middle; the latter may again be English or Vernacular. Middle schools carry instruction four standards beyond the lower primary course (though in Assam these four standards are compressed into two years). High schools add another four years of instruction to that imparted in the highest middle class. High schools are those institutions which are recognised by the Calcutta University as capable of affording a suitable preparation for the Matriculation Examination. Middle English and middle vernacular schools offer an identical course of vernacular instruction. In Assam, English is taught as an additional subject in the former but not in the latter; in Eastern Bengal, English has been made an optional subject in middle vernacular schools and hence the distinction between a middle English and a middle vernacular school has ceased necessarily to denote any difference. It should be remembered, however, that no middle or high schools in this province can be called solely secondary, since classes of primary grade are included in each.

Classes of Secondary Schools.

83. With regard to curricula followed in these schools, the following note has been submitted by Dr. P. Chatterjee, Inspector of Schools, Rajshahi, now on special duty:—

Since 1901, by what is known as the new Scheme of Vernacular Education, an attempt has been made to give an organic unity to the whole system of education in Bengal—to combine the primary and the secondary by introducing the primary and middle curricula into high schools. The attempt was undoubtedly good, but unfortunately the unity has yet to be accomplished. We have now juxtaposition than an organic relation established. We have somehow forced the vernacular course into high schools which are meant more or less for sound English education.

Before proceeding to details, there is one obvious disadvantage which ought to be pointed out. I mean the triple sources from which the curriculum proceeds, or under which it is at least controlled,—the University, the Director of Public Instruction and the Inspector of Schools. The Entrance or the Matriculation course is controlled by the University, the lower English course prevailing in the third and fourth classes in high schools by the Inspector, and the whole vernacular course downwards by the Director of Public Instruction.* Our high schools now combine all these three courses of study. Consequently a high school, a single institution, has three controlling authorities, or rather two, the University and the Department. How these two bodies will henceforth work in harmony in determining the course of studies remains yet to be seen.

That the organic connection has not been established is illustrated by the relation which subsists between the fifth and fourth classes of high schools. The fifth corresponds to the first of the middle vernacular school. The heavy mathematical pressure which the boys of the fifth class have to bear has been felt by the masters and the Inspectors to be too great. The boys have to finish nearly the whole arithmetical course, which they revise afterwards, from the fourth class to the first, in the English language. The revision may be thought to be an advantage. But the disadvantage of a heavy pressure upon children of tender age is more than counterbalanced by the advantage. There should be no comparison of ages between the boys of the fifth class in high schools and those in the first class of middle vernacular schools. The latter as a rule are much more grown up boys than the former. I have seen the boys as well as the guardians heave a sigh of relief when the former are promoted from the fifth to the fourth class, the latter being considered to be a much easier class than the former. This should by no means be the case in a well regulated institution. Each class should be a stepping stone to the one above. This unfortunately is not the case as yet in our high schools. There is still a wide gulf between the vernacular stage and the English.

It has recently been felt by the Director of Public Instruction, Eastern Bengal and Assam, that the books taught in the vernacular stages are too multitudinous and the course too cumbrous. He has therefore suggested a course which is expected to be of great value. He has much simplified the course in the lower stages. But the simplification should not be carried so far as that the higher standard of education to be afterwards followed out for the Matriculation Examination may be found disproportionate to the simple standard in the lower stages. The Director however has fully recognised the fact that high English schools exist at least for imparting good knowledge of the English language. Consequently, the conversational system of lessons which he is introducing is giving great satisfaction.

*The reference is not to the prescription of courses, but to that of Text Books. The Director prescribes Text Books for scholarship examinations below the high stage.

The vernacular system of education was introduced in the interest of the vernacular of the province. But it was found from experience that some of the books that were prescribed were more calculated to spoil the vernacular of the boys than to improve it. This also is attracting the attention of the Director, and it is to be hoped that the standard authors in Bengal will continue to be recognised as in the past.

General Statistics of Secondary Schools.

84. At the end of 1906-1907 there were 1,143 Secondary Schools for boys, of which 723 were English and 420 Vernacular. During the last ten years there has been a steady rise in the number of English secondary schools. In 1896-1897, the total was 513, in 1901-1902 it was 608 and in 1906-1907 it was 723. Middle vernacular schools, on the other hand, show an uniform decrease during the same period. Between the years 1896-1897 to 1901-1902 they fell off from 663 to 480 or by 27·6 per cent. and, during the quinquennium under review, to 420.

Pupils.

85. As may be expected from the increase in the number of English secondary schools and the decline of the vernacular secondary schools, pupils in the former have risen from 54,277 in 1896-1897 and 78,570 in 1901-1902 to 89,103 in 1906-1907, while in the latter they have fallen during the same period from 32,011 and 24,619 to 24,401. The fall in the number of vernacular schools, and of pupils attending them, though uniform, was not so rapid during the quinquennium under review as in the preceding period. But it is probable that, if all the middle vernacular schools in Eastern Bengal in which English has been started were included among middle English schools, as they should be, it would be found that middle vernacular schools are fast approaching extinction. This result is due partly to a desire on the part of the parents to give their children an English education, but chiefly to the fact that purely vernacular education offers little or no prospects to a youth in life at the present day.

Stages of Instruction.

86. It has already been noticed that all secondary schools in this province have primary departments attached to them. Hence the number of pupils returned for these schools, while it shows how many are in what may be described as the region of secondary instruction, is by no means identical with the number in the secondary stage. The division of pupils according to the stages of instruction which they have reached is given in appendix Table LV. The returns are summarized as follows for boys in all secondary schools, so far as they have been classified:—

Stage of Instruction.	Number of pupils in 1901-02.	Percentage in 1901-02.	Number of pupils in 1906-07.	Percentage in 1906-07.
1	2	3	4	5
High	11,681	11·3	18,950	16·7
Middle	19,611	19·0	23,288	20·5
Upper Primary	27,248	26·4	26,540	23·4
Lower „ (A)	41,879	40·6	35,925	31·6
Ditto (B)	2,779	2·7	8,801	7·8

It results, therefore, that only 37 per cent. of all boys in secondary schools are in the secondary stage, and only 17 per cent. of the whole number in high stage. A further examination of the table discloses the fact that the proportion of pupils in the high stage has increased by five per cent. and in the middle stage by 1·5 per cent; in the upper primary and in the high section of the lower primary stage, it has decreased by about 12 per cent.; while in the lowest stage the figures, though they shew an increase, are negligible. In the last four cases, as the Inspector of Dacca observes, "we probably see the effect of the new system of education which (*a*) forbids the use of English as the medium of instruction below the high stage and so drives boys into the cheaper pathsalas or middle schools; and (*b*) prohibits the use of printed books below the second year of infant stage."

Teaching of English in Secondary Schools.

87. Of 89,103 pupils in secondary English schools in 1906-07, 63,007 actually learn English, while 26,096 read only the vernacular. In the previous quinquennium the corresponding numbers were 63,350 and 16,994 respectively. The number of scholars reading English in English secondary schools has thus decreased by 343. In vernacular secondary and in primary schools, the number has similary declined from

SECONDARY EDUCATION.

4,402 to 4,104 and from 1,335 to 431 respectively. The total number of pupils learning English has, therefore, declined during the quinquennium from 69,087 to 67,572 and the proportion from 1 in 33 to 1 in 34. This decline, which, it will be observed, was gradual and common to all the divisions in the province, is due to the discontinuance of English in classes below standard III in both high and middle English schools. It may be of interest to note that, in Dacca, one boy out of twenty-four learns English, in Rajshahi one out of fifty-seven, in Chittagong one out of twenty-eight, in the Assam Valley one out of forty-nine and in the Surma Valley one out of forty-six. The proportion was the largest in Dacca and the lowest in Rajshahi.

Average number of scholars in English Secondary Schools.

88. The average number of scholars increased, during the quinquennium, in Municipal high schools from 518 to 547, but in Government high schools it declined from 306 to 271, in aided high schools from 247 to 219 and in unaided high schools from 235 to 211. This decline in the provincial figures has been brought about mainly by the heavy losses in Eastern Bengal due to special causes enumerated below. Middle schools of all classes, except Government institutions, show, on the other hand, an improvement in strength throughout the province, the average number in Board schools having risen from 63 to 78, in aided schools from 60 to 68 and in unaided schools from 69 to 79. In Eastern Bengal they are practically free from the conditions which have tended to the reduction of numbers in high schools; and can, owing to the introduction of the vernacular scheme of education, compete in both portions of the province, on equal terms with those institutions.

High Schools.

89. High Schools have increased during the last five years from 187 to 212 or by 13·3 per cent., while pupils reading in them have risen from 46,711 to 47,130 or by only ·9 per cent. The increase in number of pupils was at no period during the quinquennium as rapid as the increase in the number of schools, but would not have been so disproportionate were it not for the fact that, since 1904-05, pupils have actually declined. This decline, which was almost general throughout the province, was due, in Eastern Bengal at least, partly to the political agitation carried on among a section of the Hindu community which led to the establishment of "National Schools" in different parts of the country, but chiefly to the fact that the supply of high schools is, in many localities, in excess of the demand. This unnecessary multiplication of high schools is an evil the magnitude of which can hardly be measured. The number of these schools is often beyond the needs of the community. Many of them have been started without any regard to local needs and without adequate resources, with the result that some of them are held in unsuitable buildings and have no books of reference or proper supply of furniture, while others, by the appointment of ill-qualified and inexperienced masters and by a lax system of discipline, degrade alike the standard of education and of conduct. No orders of the Government can prevent the opening of a school of any description; it is only the University that can check the evil by declining to recognise a school that does not satisfy certain conditions. Nor can the University exercise any check over the new organisation of national education.

The remarks which are here made are not for a moment intended to imply that the numbers of those who should be receiving high education have reached anything approaching their legitimate limits. Moreover, it is natural that different villages and various communities in large towns should each strive to establish and maintain their own high schools. But the striking disproportion between the increase in number of schools and of pupils sufficiently indicates that there is considerable dissipation of energy and points to the need of greater co-operation. Perhaps a solution of the difficulty, as regards boys who do not live within reasonable distance of any existing high school, may be found in the erection of hostels.

90. As regards this aspect of the general question of high schools, the following note by Dr. Chatterji will be of interest :—

> The schools in Bengal which prepare boys for Entrance or Matriculation Examination are called high schools. The nomenclature is of recent origin. These schools were originally called Entrance schools, which was better indicative of the function they had to perform. Schools with F. A. classes were called high schools and the name was less pretentious than what they bear now, namely, second grade colleges. The high schools, in the strict sense of the word, do not really impart high education. The education which the children receive in these schools is just what is necessary for a civilised country. It is really an entrance to the higher education to be received in colleges. The best designation therefore for the so-called high schools would probably be Matriculation schools.
>
> The high schools not under the control of the Government should forfeit the name by reason of the numbers in which they exist. There are about 212 high schools in the new province; but of these nearly half the number belongs to Dacca Division alone. How are we to account for the existence of so many high schools within such a limited area? There is

absolutely no doubt that the people of Dacca, Faridpur, Bakarganj, Pabna and Mymensingh are more eager to give English education to their children than probably the people of any other district in the new province.* But in arriving at a conclusion we are to be guided by the consideration if the increase in numbers always shows a corresponding increase in strength. The Director showed in his last report that in Dacca Division unaided schools increased while there was decrease in pupils. During the last quinquennium the number of high schools in the Dacca Division for boys increased by 11 while that of pupils attending them increased only by ·7 per cent. In the Rajshahi Division high schools increased by six, but the pupils decreased by 346 or by 39·1 per cent. In the Chittagong Division high schools increased from 28 to 34, but their attendance fell off from 7,563 to 7,330. These facts are sufficient to show that increase in the number of high schools has gone on quite in advance of the actual demand for them. In the Assam Valley too, as the Director of Public Instruction's last report shows, there was an increase of one school but there was a falling off of pupils. Judging from experience, two causes of this incongruity appear before us :— (1) The desire on the part of the people to give local education. (2) The rise of what may be called rival schools. SECONDARY EDUCATION.

(1) It is contended that a large majority of guardians are too poor to send their children to distant schools. It has therefore been found necessary to have a local school for the benefit of the poorer classes. That the guardians are in many cases poor cannot be doubted ; but that the rise of local schools must necessarily facilitate education is disproved by the decline of aggregate number of pupils, or at least by an inappreciable increase. The opposite fact, namely, the decrease in number and increase in strength is not uncommon in other cases. The Director of Public Instruction, Bengal, pointed out some time ago, and it was quoted by Mr. Nathan in his Educational Report, that although the number of primary girls' schools declined yet the total strength increased. If it can be true of female education, it can be true of education in general. The proposition which may therefore be safely laid down is this : the increase in the number of high schools does not necessarily indicate a greater advancement of high education ; nor a decline in the numbers a less advancement. The advancement is to be judged by the number of pupils educated and the quality of education received.

(2) Rival schools come into existence in a manner somewhat like the following. The high school as a rule has a committee, and the committee is often a hot-bed of quarrel. And the quarrel arises some times on trivial grounds, such as the promotion or transfer of a boy. The rival school is started in most cases with insufficient or no funds. The teachers engaged, therefore, cannot be men of high qualifications for want of proper remuneration.

While I say all this I have no desire to minimise the importance of some of the high schools managed by private agencies nor the value of work done in them. But the people still look forward to Government high schools for better education. It is therefore of the utmost importance that the high standard of education in these schools should always be maintained by the appointment of teachers of superior merits.

We need not be blind to the fact that most of our teachers in Government schools are still men of very ordinary merits and many of them make teaching a stepping stone to something more lucrative. This state of affairs ought to be put an end to by holding out better prospects.

There is another thing which may not be out of place to notice here. Our mode of transfer of teachers from one school to another ought to be considerably modified. This does harm in more ways than one. It often disturbs the whole routine of work in the school, and imports men into it who are not in touch with the boys. Our Government high schools should as far as possible be self-contained.

Proper school life can never be created without suitable residential arrangements. Only five hours in a day our boys are in touch with each other and with their masters. *Esprit de corps* can be generated only in a good school hostel, the importance of which is now recognised by all concerned.

Education has suffered from certain defects in the transfer rules which ought to be removed. The chief among them are those arising from the creation of what are called "corresponding classes". A boy passing from the first class of a middle vernacular school is by rules entitled to be in the fourth class of a high school. But as a rule he knows nothing of English. He must therefore take his admission in some lower form with the disadvantage of going partially through the same course which he had finished. The disadvantage will continue to appear in some form or other so long as the vernacular and the English education are treated as homogeneous. It is satisfactory that in the preparation of the new curriculum this is receiving the attention of the Director of Public Instruction, Eastern Bengal and Assam.

State high schools.

91. There were at the end of 1906-07, 25 State schools in the province. The number increased by one owing to the retransfer, during 1906-07, of the control of the Barisal Zilla School from the Joint Committee to Government. The pupils in them, however, fell from 7,358 to 6,793. This fall, which was shared by all the divisions except the Surma Valley, has been attributed by the Inspectors of the Dacca, Rajshahi and Chittagong Divisions to the introduction of the new scheme of vernacular education, to the enforcement of strict discipline and to the establishment of rival schools. No explanation has been offered by the Inspector of the Assam Valley and Hill Districts.

* This statement overlooks the comparative figures of the Dacca and Chittagong Divisions.

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Buildings.

92. In Eastern Bengal all the State schools, with one exception, have *pucca* buildings of their own. They are, as a rule, one storied and provided with compounds. In Dacca and Rajshahi they are suitable for the purposes for which they are used. In Chittagong, however, they have been built without due regard to the special requirements of schools, most of them being old houses with subsequent additions made as necessity occurred. In some cases the rooms are insufficiently lighted, in some no attention has been paid to ventilation, while in others no separate room has been fitted up for teaching science or provided for office or library. The usual plan in this division is a square block with or without verandahs.

In Assam, there is no fixed type of building, but, though not generally distinguished for architectural beauty, the school houses are on the whole sufficiently spacious and dignified. In several cases an annexe has been erected where accommodation in the main building has proved inadequate.

Equipment.

93. In both portions of the province the equipment in these schools is, on the whole, adequate. It includes furniture (benches, tables, chairs, blackboards, clocks and minor articles), ordinary apparatus, such as maps, globes, relief maps, charts, kindergarten apparatus, etc., scientific apparatus for object lessons, gymnastic apparatus and books. In Assam, special attention has been paid to the adequate supply of maps, and the walls in each school have been adorned with a selection of pictures illustrating various natural phenomena, animals, crops, etc.

Finances.

94. The majority of the State schools, both in Eastern Bengal and in Assam, are not self-supporting, although financially they are much better off than other schools of this class. Their main sources of income are contributions from Provincial Revenues and receipts from fees. In Dacca the income from fees amounted, on an average, to Rs. 7,224 a year and the cost to Government, to Rs. 4,009 ; in Chittagong fee receipts were Rs. 4,008, and grants from Provincial Revenues Rs. 4,989 ; and in Rajshahi the corresponding figures were Rs. 6,486 and Rs. 2,845. Assam has not supplied the information.

Staff.

95. The Government schools, compared with other classes of high schools, have superior staffs. In Chittagong among the fifty-three teachers in the four State schools, thirteen are graduates and twelve possess special certificates—eight of English Teachership and four of the final Training School Examination. In the Dacca Division most of the teachers are qualified although they have no special training. Rajshahi furnishes no information under this head.

In Assam, the following qualifications are required for English-teaching masters :—

Head Master	Graduate.
2nd Master, 3rd Master	Graduate or having read up to B. A.
4th Master, 5th Master	Passed F. A.
6th Master, 7th Master	Passed Entrance.

This does not appear to be very exacting ; but as a matter of fact the staffs of the high schools in the Assam Valley do not reach this standard. A probable explanation may, however, be found in the fact that most of the districts in that division are difficult of access and that Bengalis are averse to serve in them, while there is not, among the Assamese, a sufficient number of graduates yet to take their place.

Local Fund Schools.

96. The Municipal school at Chittagong is the only high school of this kind in the Province. There were 547 pupils on its roll in 1906-07. It is fairly well-housed and equipped. The classes are accommodated in three detached blocks of houses. The central and main one is a brick-walled house with corrugated iron roof, the side blocks are also similarly roofed but with mat walls. The allowance of space per boy is 8 square feet, and 80 cubic feet. There is a separate room for office which also serves for the library. The equipment consists of furniture (which may be said to be sufficient), of books, maps, general and scientific apparatus (which require addition) and of play ground accessories.

The total expenditure on this institution during 1906-07 amounted to Rs. 8,733 of which Rs. 241 was met from the Provincial Revenues and the remainder from private sources. Nothing was paid out of Municipal funds. The cost of educating each pupil was Rs. 17.

The staff consists of twenty teachers of whom three are graduates, eight F. A.'s, one Entrance passed, eight with other or no certificates. There are two teachers with special certificates. During the last quinquennium the school passed on an average 11 boys a year at the Matriculation Examination.

Aided and Unaided High Schools.

97. In 1906-07 the returns included 63 aided and 123 unaided high schools. In 1901-02, the corresponding figures were 58 and 104, giving a rise of 5 aided and 19 unaided schools. Pupils, however, while declining from 14,362 to 13,792 in the case of aided schools, increased slightly from 24,473 to 25,998 in unaided schools. The increase in the number of unaided schools and in the number of pupils attending them was shared by all the divisions and would be eminently satisfactory, were it not for the fact that some of the new schools are venture schools, which have been started, not so much to meet a real demand as in rivalry of existing institutions, while their increased number largely represents the pupils, who, but for the existence of these new institutions, would be studying in better staffed and more effectively disciplined schools. Laxity in the observance of departmental rules, lack of discipline, and better chances of promotion to higher classes with a less amount of assiduity induce students to leave the State and aided schools and join the unaided institutions.

Buildings.

98. Almost all the aided and unaided schools in the province are held in buildings belonging to the school. They are, in Eastern Bengal, mostly of mat-walls with corrugated iron roofs. Some, however, are constructed of masonry. In the Dacca Division the accommodation in both these classes of schools is reported to be generally insufficient. In the Rajshahi Division the school-houses are said to have been constructed with due consideration for light, ventilation and class arrangement. In the Chittagong Division, while the aided schools have as a rule suitable buildings, unaided institutions are, in some cases, inadequately housed and, in some, have no houses of their own. In the Assam and the Surma Valleys the buildings of most of the aided schools have been designed for school use, but those of the unaided schools are generally unsatisfactory. They partake, as the Inspector of the Assam Valley observes, in most cases of the nature of barns rather than of anything else.

Equipment.

99. The aided and unaided schools are, in most cases, poorly equipped. Furniture and appliances are scanty, apparatus is wanting and the supply of books and maps very meagre. Their libraries usually contain very few books suitable for the pupils. Expenditure in this direction will have to be considerably increased under the new Regulations.

Staff.

100. Numerically considered, the teaching staff in these institutions may be said to be adequate. There are, as a rule, as many teachers as there are classes. In point of efficiency, however, they are not quite up to the mark. The Head Masters are in some cases B. A.'s and in some plucked B. A.'s with experience. Two or three of their assistants generally possess proper qualifications; but the lower staff usually consists of men who are mostly of very low attainment as the pay given is not sufficiently large to secure the services of more competent men. And a very grave defect is the instability of the personnel. Teachers are constantly taking leave or quitting their appointments with a view to entering the law or some other profession. These changes cannot fail to have a detrimental effect on instruction.

Control exercised by the Department.

101. Both in Eastern Bengal and Assam aided and unaided high schools have committees of management. Under the grant-in-aid rules the committees of the former are vested with powers of appointing and of granting leave to teachers, fixing the scales of fees and establishment, making due provisions for appliances, accommodation and other matters connected with the internal management. With these the Departmental officers interfere as little as possible; but they have a right to see that the instruction is efficient, that the attendance is regular, that the accounts are correctly kept, that proper discipline is maintained and that the school-house and its equipment are suitable. Expenditure from the school fund, save on sanctioned objects, requires the approval of the Inspector. And appointments to the Committee are made with the approval of the District officer or the Chairman, according as the school is aided from Provincial Revenues or District Fund, in consultation with the Inspector of Schools. Failure to observe the conditions involves, if thought desirable, the reduction or withdrawal of the grant. The authorities have, therefore, sufficient control over these institutions, since a good many of them would find it difficult to support themselves without such aid. Indeed, in Assam the amount of control over them is hardly less than

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that exercised over State schools. Practically, however, this control is limited to a very large extent by the fact that nearly all these schools are situated in subdivisions or out of the way places, where there is no Government school, and withdrawal or the reduction of the grant is consequently a grave step only to be resorted to at the last extremity.

If the control over the aided schools is limited, that over the unaided schools is extremely lax. They are not bound to conform to the Departmental orders and rules; they are subject to no inspection (save such as is ordered by the University); and the only hold which the Department has over them is that which is derived from the grant or withdrawal of the permission to receive Government scholarship-holders and to send up pupils to compete at the departmental scholarship examinations.

Effect of the changes in the University Regulations upon High Schools.

102. The new Regulations of the Calcutta University recently published indicate the nature of the Matriculation Examination to be held from 1910; they also provide for a detailed inspection of all high schools at present recognised by the University, as a result of which that recognition may be withdrawn. The details include the constitution of the Committee, the qualification and pay of the staff, accommodation, equipment, numerical limits in various classes and financial position. In the light of these Regulations, the Committees of some aided schools have already been reorganised and efforts are being made to provide hostel accommodation in others. As for the rest, it is impossible at present to judge what standard of efficiency the University will insist upon; presumably, however, it will be higher than that hitherto required, in which case there appears to be a general consensus of opinion that not a few of the aided and a good many of the unaided schools throughout the province will disappear from want of sufficient funds to meet the conditions of affiliation.

Results of Entrance Examination.

103. In a previous paragraph it was shewn what proportion of pupils in secondary schools are in the high stage of instruction. Tables LVII and LVIII show the results of the Entrance Examination and the number of secondary schools for boys that prepare candidates for that examination. These schools have risen continuously, though not in the same proportion, from 109 in 1896-97 and 162 in 1901-02 to 184 in 1906-07. Successful candidates have also increased from 881 and 973 to 1,102. These results may be combined with those of previous paragraphs. Out of 723 English secondary schools, 184 are high schools efficient enough to send up candidates for the Entrance Examination. It is a striking fact that 28 recognised high schools were not in a position to present candidates at the Examination in 1906-07. Out of 89,103 pupils in secondary schools, 18,950 are in the high stage of instruction, that is, within four years of matriculation. Out of the total number of candidates, 1,790, who presented themselves for the Entrance Examination in 1906-07, 1,110 or 62·0 per cent. passed. This percentage was distributed as follows:—Among private candidates 34·7 per cent. of the total number of candidates; among candidates from schools under public management,* 72·6 per cent.; from aided schools 57·4 per cent., and from unaided schools 59·9 per cent. In 1901-02 the corresponding percentages were 28·5, 75·3, 58·7 and 39·4. Schools under public management still maintain their superiority as regards efficiency of teaching over those under private management, but the latter, as a class, take a larger share of the work of preparing pupils for the Entrance Examination.

The following analysis will, when taken in connexion with the figures given in the last paragraph, prove interesting.

Percentage of successful candidates in :—

The Entrance Examination in different kinds of schools upon the total of successful Candidates.

	1901-02.			1902-03.			1903-04.			1904-05.			1905-06.			1906-07.		
	State Schools.	Aided Schools.	Unaided Schools.	State Schools.	Aided Schools.	Unaided Schools.	State Schools.	Aided Schools.	Unaided Schools.	State Schools.	Aided Schools.	Unaided Schools.	State Schools.	Aided Schools.	Unaided Schools.	State Schools.	Aided Schools.	Unaided Schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Eastern Bengal ...	74·6	58·0	39·3	62·3	48·9	36·4	58·9	51·8	32·8	51·8	42·5	30·7	38·0	26·8	24·9	57·9	58·5	59·7
Assam	77·3	64·7	41·9	73·5	73·1	46·3	47·7	36·2	33 3	58 3	56·7	33·3	45·4	51·8	35·1	82·0	51·3	62·5

* The expression "under public management" is intended to denote State, Board and Municipal schools.

The figures for the last year are exceptional; but, if we regard the figures of the quinquennium as a whole, "the inference," as was observed by the Director in his Report for 1905-06, "is obvious that, whereas in Assam the number of unaided institutions is limited, the rate of fees higher and means of supervision far more complete, much greater efficiency is obtained (combined with less cost in the case of State, though not of other, schools), than where, as in Eastern Bengal, control is inadequate and the general standard lowered by undue competition. The difference of circumstances, however, has to be considered; whether for good or ill some of the unaided schools of Eastern Bengal undoubtedly supply a demand, and many of their teachers, however anarchical their ideas of discipline, however mediæval their methods of instruction, still work, on miserable pittances, in a whole hearted manner which cannot but command respect. The most obvious way of dealing with a system, which, while faulty, must still be accepted as a fact, would be to give more substantial grants to schools in receipt of aid, in the hope of attaining the excellent results which this system has produced in Assam; and to extend the system of grant to those schools whose existence appears to fill a legitimate want."

Middle English.

104. Of the secondary schools, middle English schools seem to be the most popular. Their progress, both in number and strength, has been uniform. The State schools have increased from 4 to 5, Board schools from 10 to 18, aided schools from 288 to 350, unaided schools from 119 to 138 and schools of all classes taken together from 421 to 511. This increase, which was common to all the divisions with the exception of the Assam Valley, appears to be due to the fact that the lower classes of high schools, as at present organised, are unpopular, and is all the more satisfactory as it has been accompanied by a steady increase in the number of pupils. This has risen during the quinquennium from 31,868 to 41,973; and the rise has been shared by institutions of all kinds. In State schools it amounted to 17·3 per cent., in aided schools to 30·1, in unaided schools to 27·2, while in Boards schools it amounted to no less then 123·3 per cent.

Vernacular Secondary Schools for boys.

105. For reasons already explained middle vernacular schools show a steady tendency to decline. While their number decreased during the quinquennium without any interruption from 480 to 420, pupils attending them fell off from 24,619 to 24,401. Government schools and schools in the Native States remained stationary; but their pupils showed a decrease. Aided and unaided schools showed a decline both in number and strength. Board schools, while they declined in number, improved in strength. The decline occurred in both portions of the province, but the total disappearance of all unaided schools of this grade in Assam in 1906-1907 is specially significant.

Middle School buildings.

106. A large majority of the middle schools in both portions of the province are located in buildings belonging to the school. In Dacca, they are generally corrugated iron roofed houses. In Chittagong the typical middle school has a mat-walled house with roofs of thatch or bamboo shingles, and, in exceptional cases, of corrugated iron. It is rectangular in shape and generally without partitions for separating the classes.

In Assam, standard plans of varying sizes have recently been devised; and it is intended that at least Government schools of the middle and upper primary grades should in future conform to this type. A fair number already do so; and save in one detail, *viz.*, the construction of walls with whole bamboos, which afford most inadequate protection against wind and rain, the buildings are of neat appearance and serve their purpose well. The older schools are mostly built of ekra with thatched roofs and mud plinths.

Equipment in Middle Schools.

107. In Eastern Bengal these schools are, as a rule, poorly supplied with furniture and appliances, although the State and the Board schools are better off in this respect than the aided or the unaided institutions. An average middle English or vernacular school has two or three chairs, as many tables and black boards, four wall maps and two object lesson charts.

In Assam, middle schools are well furnished, grants having been made, during the quinquennium, by Government to State and aided schools of this and other grades for the purpose.

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Staff in Middle English Schools.

108. In Eastern Bengal a well-organised middle English school has two English masters and two or three vernacular teachers. The Headmaster is generally a "plucked F. A." or an Entrance certificate holder, and the second master, a "plucked Entrance;" the Head Pandit has usually passed the Final Vernacular Mastership Examination, either under the old or new system, and the second Pandit, the Middle Scholarship Examination.

The average scale of pay is as follows:—

	Rs.		Rs.
Headmaster	20	to	25
Second master	10	to	15
Head Pandit	15	to	18
Second Pandit	8	to	10
Third Pandit	5	to	7

The proportion of trained teachers to the total number of teachers employed is higher in schools under public management than in the aided and unaided schools. Under the existing arrangement for training teachers it will take years to have these schools staffed with a sufficient number of trained men.

In Assam, the Headmaster in Government and aided middle English schools is supposed to have passed the F. A. Examination and the second master (in large schools) the Entrance Examination. It is not, however, always easy to secure the fulfilment of this rule. In unaided schools, the qualifications of the staff, at least so far as the English portion of the curriculum is concerned, are, as a rule, deplorably meagre.

Staff in Middle Vernacular Schools.

109. In Eastern Bengal a middle vernacular school in full working order has a Head Pandit, who has passed the Final Vernacular Mastership Examination as well as two or three lower teachers, the second Pandit being generally a Middle Vernacular certificate-holder. Frequently an English teacher is added, when funds for the purpose are available, but this of course practically converts the school into a middle English school. Very few of these teachers in middle vernacular schools have received any training in the new system, save in the case of Pandits in Circle schools. The scale of pay is generally the same as in middle English schools with this difference, that the English teacher (if any) usually receives lower pay than the Head Pandit.

In Assam, middle vernacular teachers are required to have obtained middle vernacular leaving certificates and, in addition, to have gone through a course at the training school. They are also in some cases trained as apprentices in a manner analogous to that in which lower primary teachers have hitherto been trained.

Financial position of Middle Schools.

110. In both portions of the province the financial position of middle schools, both English and vernacular, is generally unsatisfactory. The aided schools depend largely on fees and partly on aid from public funds, subscriptions, if promised, being always uncertain. The condition of the unaided schools is worse, and their teachers are often, as a rule, irregularly paid.

System of Examination.

111. Middle Examinations ceased to be held as public examinations in 1904-1905. In Eastern Bengal, only a few candidates, selected by the officers of the Department, are now examined at convenient centres for the award of scholarships. In Assam, any eligible candidate may present himself at the scholarship examination, with the sole proviso that the Inspector may, if the number sent up from any school is excessive, order its reduction. Private examinations are held *in situ* by teachers and managers in Eastern Bengal and by Inspecting officers in Assam at the end of standard VI, leaving certificates being granted on the result of this examination. Opinions as to the wisdom of this change are much divided. The majority of Inspectors are of opinion that the discontinuance of pass certificates, formerly issued under the signature of the Inspectors on the result of the Departmental Scholarship Examination, is not only disliked by the public who had come to attach some value to them, but has also had a bad effect on the teachers and the pupils inasmuch as the former have become indifferent to their work owing to the fact that it is not subjected to any public test, and the latter have lost that enthusiasm which a keen sense of competition naturally inspires. The Inspector of the Assam Valley, however, observes:—

I do not think there is reason to doubt that the present less formal arrangement may be quite as effective, if properly worked. There are two possible arguments against it, namely, that there is a danger of the standard varying in different subdivisions, and that the certificate given on the result of this somewhat informal examination is less highly valued than that which was a kind of consolation prize for boys who had competed without success in the Scholarship Examination. There is some truth

first; but after all, some reliance must be placed on the judgment of men in the position of Inspectors; and there is, on the other hand, less danger of the standard varying from year to I do not think much attention need be paid to the second argument. There may have been a of the kind when the new system was introduced, but I believe it to have been of a very tory nature.

Working of the new system of vernacular education.

112. A short description of the changes introduced by the new system of vernacular education has already been given in Chapter I. The necessary preliminaries to the introduction of this scheme were three: First, the introduction of instruction in the new methods into training schools, so as to enable them to turn out teachers qualified to take up school work under the new system. Second, the training of Inspecting Pandits, Sub-Inspectors and Deputy Inspectors of Schools so that they may become familiar with the new method; and third, the preparation of manuals for the teachers and text-books for the pupils. It was hoped that a period of two years and a half would suffice to satisfy these conditions and to enable schools to adapt themselves to the altered requirements. These hopes have not, however, been realised; and the system cannot yet be called either popular or successful.

Discipline and games in Middle Schools.

113. Discipline in middle schools is, as a rule, easier to maintain than in high schools, probably by reason of the less advanced age of the pupils. Boys reading in these schools rarely take part in organised out-door games or sports, though cricket and football are occasionally played. The importance of drill as an aid to school discipline is, however, being gradually recognised and it has been introduced into almost all grades of schools.

System of grant-in-aid to Middle Schools.

114. In both portions of the province, grant-in-aid is given to schools of this grade either by Government or by District or Local Boards (as the case may be) or, in a very few cases, by the Municipalities on terms analogous to those on which a grant is made to high schools. It is ordinarily sanctioned, in Eastern Bengal, for a period of three years and, in Assam, for a period of five years on an undertaking being given by the managers to the effect that they will conduct the school in accordance with the conditions of the grant. At the time of the revision it is liable to reduction when this can be done without serious loss of efficiency. The maximum grant in Eastern Bengal may amount, when the expenditure exceeds Rs. 40, to two-thirds of the income guaranteed from private sources, and, in other cases, to a sum equal to the full amouut of the income guaranteed. As a matter of fact, however, a much smaller grant is usually given. In Assam, the grant (whether local or provincial) depends upon local circumstances. In no case can it exceed five times the amount raised by endowments or by private subscriptions, but in places where education is in demand, it is, as a rule, limited to twice that amount. In future these grants will be to some extent of the nature of capitation grants, the amount depending on the number of boys in the upper classes. The system, it will be observed, is supposed to depend, throughout the province, on the collection of a decent amount of subscription; but the income from this source is always precarious and the financial position of the middle schools, in consequence, generally unsatisfactory, with the results that the teachers are, as a rule, inefficient and the management is lax. That this should be so is, in the case of middle English schools, particularly regrettable. These are in the main either feeders for high schools or temporary institutions pending the establishment of a high school in a locality which is not quite ripe for one. Inefficiency of these schools must, therefore, lead to the deterioration of the high schools and the consequent production of a large number of ill-qualified pupils, unfit for admission into the high stages. The fact that under the existing unhealthy conditions of competition they are so admitted, cannot but detrimentally affect the standard of high instruction. In the Director's opinion, it is the middle English almost more than the high school, which is responsible for the low level of English teaching, and for the inability of pupils in the earlier stages of collegiate education to comprehend either the books or the lectures presented to them.

Middle Scholarships.

115. In both portions of the province, eachdistrict has a certain number of scholarships allotted to it, but while in Eastern Bengal no distinction is made between the middle English and middle acular scholarship examinations, the examinations for the two kinds of scholars have been kept apart in Assam. The method of selection also differs. In stern Bengal the scholarships are awarded on the result of a competitive examination held at the district headquarters under departmental control among candidates selected by the Deputy Inspectors after a preliminary test examination. In Assam only central examinations are held; there is no preliminary examination; but the

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Inspector may limit the numbers appearing from a single school, if it appears necessary. There are other minor differences. In Eastern Bengal the scholarships are of the same value, *viz*, Rs. 4 a month and are tenable for three years. In Assam while the middle English scholarships are of the value of Rs. 5 and are tenable for three years, the value of middle vernacular scholarships is Rs. 4 and the period of tenure four years. In Eastern Bengal middle scholarships are open to the pupils of high schools in which classes from class V downwards have been formed on the vernacular basis, a fact which places the middle school candidates at a great disadvantage. In Assam all scholarship examinations are reserved for the students of schools of corresponding denomination.

Expenditure on English Secondary Schools.

116. The total cost of English schools has increased from Rs. 10,63,674 to Rs. 13,32,752 or by Rs. 2,69,078, the increase (25·3 per cent.) being in higher ratio than that of their pupils (13·4); Provincial grants showan increase of Rs. 39,537, of which only a trifling sum of Rs. 264 represents the increase in the grants to aided schools The rest is due partly to the enhanced salaries drawn by educational officers under the re-organisation scheme which came into operation last year with retrospective effect, and partly to larger outlay on schools under public management. The expenditure on secondary schools from Local and Municipal Boards has advanced by Rs. 26,520. In Eastern Bengal a large number of middle English schools aided from those funds were established and, in Assam, more liberal grants were made to schools of this class. There is an increase in fees from Rs. 6,96,860 to Rs. 8,71,783 which is again somewhat greater proportionately than the increase in pupils. The higher ratio is due partly to the increase in the number of schools and partly to the fact that a larger percentage of pupils are now in the high stage of instruction where they have to pay fees at increased rates. Lastly, the receipts from subscriptions and other sources have increased from Rs. 2,11,803 to Rs. 2,35,614.

Expenditure on Vernacular Schools.

117. The expenditure on middle vernacular schools, on the other hand, shows a decline from all sources except Provincial Revenues, from which contribution to schools under public management increased from Rs. 11,264 to Rs. 11,420 and to aided schools from Rs. 23,659 to Rs. 27,784, and fees which rose from Rs. 72,447 to Rs. 81,907. The expenditure from the District and Municipal funds decreased from Rs. 40,219 to Rs. 37,566 or by 6·5 per cent., that from other sources from Rs. 33,433 to Rs. 26,064 or by 22 per cent., and that from the Native States from Rs. 290 to Rs. 225. Mainly owing to the large increase in expenditure from Provincial Revenues and from fees, the total expenditure rose from Rs. 1,81,312 to Rs. 1,84,966 or by 2·1 per cent.

Average cost of a Secondary School.

118. For the whole province the average cost of an English high school in 1906-1907 was Rs. 4,387 a year, of a middle English school, Rs. 788 and of a middle vernacular school, Rs. 440. Compared with 1901-1902, the cost increased in the case of the first by Rs. 337, in the case of the second by Rs. 61 and in the case of the third by Rs. 83. In Eastern Bengal the cost of a high school increased from Rs. 3,943 to Rs. 4,186, of a middle English school from Rs. 666 to Rs. 703 and of a middle vernacular school from Rs. 324 to Rs. 399. In Assam the corresponding rise was from Rs. 4,813 to Rs. 5,762, from Rs. 996 to Rs. 1,261, and from Rs. 678 to Rs 862.

Cost of educating a boy.

119. In 1906-07 the average cost of educating a pupil in an English high school amounted to Rs. 19·7, in an English middle school to Rs. 9·6, and in a middle vernacular school to Rs. 7·5. During the quinquennium the cost of a boy in a high school rose by Rs. 3·5 and in a middle vernacular school by Re. ·6. The annual cost of educating a pupil in a middle English school (Rs. 9·6), on the other hand, remained stationary. In 1906-07 the cost of education in a high school in Eastern Bengal was Rs. 18·8 against Rs. 26·0 in Assam, in a middle English school, Rs. 8·6 against Rs. 14·8 and in a middle vernacular school, Rs. 7 against Rs. 12·5. The cost of education in all classes of schools throughout the province, except middle English schools in Eastern Bengal, increased during the quinquennium.

Expenditure from private sources.

120. The total expenditure on secondary schools for boys amounted, in 1906-07, to Rs. 15,17,718, of which Rs. 2,97,665 was derived from public funds. Table LXIX shows the contributions from private sources in each of the three quinquennia. The percentage of expenditure from these on English secondary schools increased in Eastern Bengal between the periods 1896-97 to 1901-02 from 75·4 to 87·3, but decreased slightly again to 86 during the last five years; in Assam similarly there was a rise from 68·3 to 76·8 and then a fall to 73·5. The expenditure on vernacular schools, on the other hand, declined in Eastern Bengal from 68 to 62·5 per cent. but advanced again to 63·9 per cent. in

1906-07. In Assam, however, it declined continuously from 43·8 and 38·2 to 32·2 per cent. Taking the whole province together, the percentage of expenditure from private sources on English secondary schools has considerably increased since 1896-97, but that on vernacular schools has steadily declined. This large increase in expenditure on English education is one of the most hopeful signs of the times and indicates that the demand for this kind of education is so great that people are willing and anxious to spend larger and larger sums of money on it.

Fees.

121. The question of fees which should be levied in secondary schools is a difficult one. If it is pitched too high the progress of education is impeded. If it is pitched too low, efficiency will suffer. The Education Commission recommended that the Education Department should aim at raising fees gradually, cautiously, and with due regard to necessary exemptions, up to the highest amount that will not check the spread of education. This has been done, to a very large extent, in both portions of the province. In Eastern Bengal it is laid down that the fees levied must be adequate, but it is not stated what should be regarded as an adequate fee. In the top classes of Government English high schools the rate levied is usually Rs. 2-8, and in the lowest eight annas. In aided and unaided high English schools, the fee rates are somewhat lower and vary from Rs. 2 to eight annas. In middle English schools the fees usually range from Re. 1 to two annas, and in middle vernacular schools from eight or ten annas to two annas. In Assam the rates of fees are fixed both for Government and aided schools. They are in the case of the middle English and middle vernacular schools the same as in Eastern Bengal, but in the case of high schools, Government or aided, the lower limit has been fixed at twelve annas and the higher at Rs. 2-8.

The expenditure of Rs. 12,20,052 from private sources in 1906-07 included nearly nine and a half lakhs from fees and showed an increase of over one lakh during the quinquennium. The average fee expenditure per pupil has also advanced in all classes and all grades of schools. It rose in Government high schools from 19·8 to 21·9, in Board schools from 13·6 to 15·5 in aided schools from 12·4 to 14·5, and in unaided schools from 10·2 to 12·4. In the Government middle English schools it increased from 3·9 to 5·2, in the Board schools from 4·1 to 5·2, and in the aided and unaided schools from 4·5 and 2·9 to 4·9 and 3·9. The average fee expenditure in middle vernacular schools has improved so slightly that no notice need be taken of it. This increase was due partly to departmental pressure and partly to the fact that teachers nowadays require more pay in consequence of the increased cost of living.

Scholarships.

122. The secondary scholarship system connects upper primary with middle schools, middle schools with high schools, and high schools with colleges. The usual practice is to grant one set of scholarships at the end of the lower primary course tenable in the upper primary departments of secondary schools, a second set at the end of the upper primary course tenable in the middle departments of secondary schools, and a third set at the end of the English or vernacular middle course tenable in the high departments of secondary schools. The middle and upper primary scholarships are Government scholarships, but lower primary scholarships are, in Eastern Bengal, payable from District Funds and in Assam from Provincial Revenues in the hill districts and from Local Funds in the plains districts. All these scholarships carry with them the privilege of free tuition in all Government or aided schools subject to the condition of good conduct and satisfactory progress.

The following scholarships are granted in Eastern Bengal:—

(1) Three hundred and thirty-four lower primary scholarships of the value of Rs. 2 a month tenable for two years in an upper primary, middle or high school.

(2) Ninety-eight upper primary scholarships of the value of Rs. 3 a month tenable for two years in a middle or high school.

(3) One hundred and one middle scholarships. These comprise middle vernacular scholarships of the value of Rs. 4, tenable for four years in a high school or for two years in a Normal or Survey School; and middle English scholarships of the value of Rs. 5 a month, tenable for three years in a high school or a Medical School or for two years in a Survey School.

In Assam there were in 1906-1907 194 lower primary scholarships tenable for two years in high, middle, or upper primary schools; 57 upper primary scholarships tenable for two years in high or middle schools; 31 middle vernacular scholarships tenable for four years in high schools and 16 middle English scholarships tenable for three years in high schools. The value of the lower and upper primary scholarships is Rs. 3 a month; and the value of the English and vernacular middle scholarships is Rs. 5 and Rs. 4, respectively.

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The total expenditure on scholarships held in secondary schools for boys increased from Rs. 45,686 to Rs. 48,368 or by 5·8 per cent. The expenditure from Provincial Revenues decreased by 6·4 per cent., and that from other sources by 3·6 per cent., while the expenditure from Local Funds increased by no less than 26·9 per cent. This was due to increased allotments sanctioned for lower primary scholarships.

CHAPTER VI.

PRIMARY EDUCATION.

(See tables LXXII to LXXXVII).

Character of Primary Education.

123. The views of the Indian Education Commission of 1882 as to the character of primary instruction are expressed in the recommendation "that primary education be regarded as the instruction of the masses, through the vernacular, in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to the University". The words employed in the first part of this recommendation show that it was intended to define the education that should be provided for the masses of the people, while the language of the second part indicates that a different form of primary instruction might be better suited for students destined for a University career, that is, for the bulk of pupils in high schools. And, as a matter of fact, the system prevailing in both portions of the province, up to the beginning of this quinquennium, was organised on this basis. It was held that the primary instruction suited to each pupil varied with, and should be determined by, the highest standard that he was likely to reach; that a boy, for example, intended for the University, and a professional career, required a different initial training from one whose education ended with the village school and whose days were spent in the humble occupations of rural life. In this system high schools necessarily had their own primary departments with a special curriculum, in which English was for the most part taught from the very beginning; and the course, from the lowest to the highest, was governed by the final Matriculation standard. In a middle school, again, the junior classes read a course different from either. Primary instruction was, therefore, regarded under three aspects:—first, as an education designed to meet the simple requirements of the masses of the people, and therefore complete in itself so far as it went; secondly, as that which led to a somewhat more advanced education in the vernacular with possibly a later infusion of English; and thirdly, as the initial stage of an English education leading to the University, and therefore justifying the study of English from the outset.

With the introduction of the vernacular scheme of education during the quinquennium, however, a single uniform course has been prescribed for all pupils as far as the middle standard, and the only difference that now exists between the corresponding stages of a primary and a secondary school is the absolute prohibition of the teaching of English in any of the classes of the former, whereas it is permitted in standards III and IV of the latter. The primary school, in fact, is now regarded as being not only the village school but the preparatory school for secondary education. It is true that for those pupils, who require a very complete education in the vernacular, the course of the primary school is extended by two further standards; but, up to those standards, all pupils and all classes of society follow the same curriculum, and read the vernacular only.

Organisation.

124. The bulk of primary schools in Eastern Bengal are of spontaneous growth, gradually evolved out of the large mass of private indigenous schools that existed in the country long before the present system came into existence.

In Assam, however, the great majority of these schools were, in the first place, new creations called forth by the offer of substantial grants, and were not adopted from any pre-existing system. They then consisted of two main classes, firstly, schools for aboriginal tribes managed by missionary societies, and, secondly, private schools started by ex-pupils in the hope of obtaining Government aid and subsequently taken over by Local Boards.

This difference in the origin of these schools in the two portions of the province has resulted, in one portion in a large number of aided schools and, in the other, of schools managed and maintained by Local Boards.

In both portions of the province, primary schools are divided into two classes, *viz.*, upper and lower. They differ mainly in the duration of courses of instruction. The former have seven classes and are generally taught by two teachers. The latter have, as a rule, five classes and one teacher. There are managing committees attached, in Eastern Bengal, to nearly all upper primary schools, and, in Assam, to schools of both grades. These committees are as a rule more or less nominal, and take very little interest in the affairs of the schools.

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The Assam Valley, however, offers an exception to this; and the committees in that division often give substantial support to their schools, and appear to be proud of them.

General Statistics of Schools.

125. In 1906-07 there were 17,531 primary schools for boys in the province. The number fell by 1,316 between the years 1896-97 to 1901-02 but rose by 923 during the quinquennium under review. The highest figures were reached in the year 1903-04 owing to the grant of a large sum by Government for expenditure on primary education. Since then, there has been a decline which has not yet been made up.

Number of Schools per square mile.

126. In 1906-1907 there was one boys' primary school for every 5·7 square miles. It is interesting to note that the Chittagong Division showed one school for every 3·3 square miles; Dacca one per every 2·3; Rajshahi one per every 4·2,; the Assam Valley and Hill Districts one per every 25 and the Surma Valley one per every 7·73. A consideration of these figures along with those showing the strength of each school and the proportion of children actually in school to those available would seem to show that the spread of primary education is not necessarily proportionate to the number of schools in a given area. Thus, Dacca with one school for every 2·3 square miles has an average of 30 pupils per school and 28·3 per cent. of the possible number of boys actually at school, but Chittagong with one school per every 3·3 square miles has an average of 34·7 per school and 37·38 per cent. of the possible number. Again, the Assam and Surma Valleys with one school for every 25 and 7·73 square miles have an average of 32 and 41 pupils per school and 24·33 and 23·08 per cent. of the possible number of children actually at school; while Rajshahi, with one school for every 4·2 square miles, has only 29·5 pupils per school and 19·4 per cent. of the possible number.

Upper and Lower Primary Schools.

127. Primary schools are, as already observed, generally divided into two classes—upper primary and lower primary. The former gives instruction from the infant class to the end of the full primary course. In 1906-07 there were throughout the province 2,218 upper and 15,313 lower primary schools. It is worthy of note that, while upper primary schools have increased by 19·7 per cent. since 1896-97, lower primary schools have decreased by 4·9 per cent. Similarly, the total number of pupils in upper primary schools has increased by 31,300 or 44·2 per cent.; and in lower primary schools by 57,453 or 14·3 per cent. While, in Eastern Bengal, the number of upper primary schools and pupils has shewn a steady increase (shared by all divisions), the number of these schools has slightly decreased in Assam (Inspectors are silent as to the cause) but the number of pupils has remained almost the same. On the other hand, lower primary schools have decreased in all divisions of Eastern Bengal, save Rajshahi, which shows an increase, while the number of pupils has increased in all the divisions, save in Chittagong, where the number is almost stationary. In Assam there has been an increase both of lower primary schools and pupils. The cause of the decrease in the number of schools in Eastern Bengal is thought to be spontaneous concentration, which, considering that two small and inefficient schools are often found side by side in one village, appears a move in the right direction, so long as it is accompanied (as is the case) by an increase in pupils. The increase in Assam is due to the application of the Imperial grant of Rs. 1,00,000.

Schools according to management.

128. Of the 17,531 primary schools for boys that existed in 1906-07, 85·1 per cent. were under private and 14·9 per cent. were under public management. The schools under public management include those managed by the State, by Native States and by Municipal and Local Boards. The private managed schools consist of the aided and unaided indigenous and missionary schools and other miscellaneous institutions. In 1901-02 the percentage of boys' primary schools under private management was 93·2 and under public management 6·8. In 1906-07 the percentage was 85·1 and 14·9, respectively. The decline of the former and increase of the latter class was due to the fact that during the quinquennium the primary schools in Assam were taken under the direct management of the Boards. Of the schools under public management, only 83 are managed directly by Government, 15 belong to Native States and the balance, amounting to 2,501, are Municipal and Local Board schools. Of the private schools, 12,829 are aided from public funds and 2,103 are unaided but recognised by the Department. The unaided schools consist for the greater part of indigenous or venture schools, which are either awaiting admission to the aided list or which do not come up to the Departmental standards. The Board schools are the largest of all. In 1906-07, they contained, on an average, 37 pupils, while Government schools contained 33, aided schools contained 32, and unaided schools contained 25 pupils.

129. There were altogether 29 schools with 669 pupils throughout the province in 1901-02. In 1906-07, 83 schools and 2,757 pupils are returned under this head. These schools consist, for the greater part, of institutions in backward tracts in which there are no Local or District Boards and of practising schools attached to guru training institutions which were started during the quinquennium.

Government Schools.

130. There were 15 schools in British territory maintained by Native States with 376 pupils in 1906-07 against 12 schools and 285 pupils in 1901-02. There are none shewn during the intermediate years; but the Deputy Inspector of Jalpaiguri, where they are all situated, says that they existed in those years, but, as they received aid from the district fund, they have been classed as aided institutions. These schools are maintained by the Native State of Cooch Behar.

Native States Schools.

131. Schools managed by the Boards form the great majority in Assam and a considerable minority in Eastern Bengal. Such schools have increased during the quinquennium from 1,090 with 31,075 pupils to 2,501 with 94,801 pupils, and Assam is entirely responsible for this increase. This was due to the change of policy in that portion of the province in 1903-04 when the Boards assumed the direct control of all lower primary schools which were formerly aided. The few schools of this class in Eastern Bengal have been established for the backward races in localities where the alternative of aiding suitable agencies could not be adopted.

Board Schools.

132. Aided schools, on the other hand, form the backbone of the primary system in Eastern Bengal. One of the recommendations of the Education Commission of 1882 was "that where indigenous schools exist, the principle of aiding and improving them be recognised as an important means of extending elementary education." This recommendation has been acted up to in Eastern Bengal where practically there are no primary schools (at least to the extent of giving very small grants) except those of indigenous origin. There was an increase in the number of these schools from 11,670 to 12,829 and in the number of their pupils from 358,245 to 410,092, for which that portion of the province is entirely accountable. This increase, accompanied as it is by a corresponding decrease in unaided schools, shows that the sanction of the recurring Imperial grant in 1903-04 on condition that aided primary schools should be immediately increased by 20 to 30 per cent. has had its effect. In Assam, there are only 446 aided schools; and they are either schools established by the missionaries for the hill tribes or upper primary schools.

Aided schools.

133. Of the 2,103 unaided schools in 1906-07, all but 79 belonged to Eastern Bengal. In the system prevailing in that portion of the province, built up as it is almost exclusively on an indigenous foundation, unaided schools play a distinct and recognised part. They constitute, in fact, that section of indigenous schools which, having abandoned the traditional methods in their narrow and exclusive form, are aiming at, but have not yet reached; the Departmental standards. The fact, however, that their number is so small compared with that of aided schools indicates that no large "outer circle" of indigenous schools remains, suitable for inclusion in the public primary educational system.

Unaided schools.

134. The most striking feature of the primary schools in this province is their extraordinary cheapness. The average cost of a boys' school, which represents the emoluments of a village school master, varies from Rs. 132 a year in the Assam Valley to Rs. 69 in the Dacca Division and comes to only Rs. 85·7 for the whole province. Small as this expenditure is, it is greater than in former years. This small income is no doubt supplemented to a considerable extent by the presents and fees in kind which the guru receives; but even so, it is extraordinarily small, and this is a factor which must be kept in mind in considering the general condition of these schools.

Cost of schools.

135. The statistics of pupils may be regarded from two points of view, either with respect to the number of children in primary schools or with respect to the children in primary stages of instruction, whether in primary or secondary schools. The number of pupils in the primary stage of secondary schools at the end of 1906-07 was 71,266, and in primary schools 560,611, giving a total of 631,877. This last total gives the most correct view of the general condition of public primary instruction. It represents 13·5 per cent. of children of a school going age. Of these ·9 boys and girls are in the upper primary stage, 7·8 in lower primary (A), and 4·8 in lower (B). Compared with 1901-02, it

Statistics of pupils.

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appears that there is a slow tendency towards increase in the upper primary stage. The contrary is the case in the lower primary stage (A), while in the lower primary stage (B) there has been an increase since the introduction of the vernacular education scheme of 1901. The effect in the upper primary stage has been due to laxity in giving promotion consequent upon the abolition of the public examination at the end of standard II.

In these figures, however, both boys and girls have been taken into consideration. Confining ourselves for the present to the statistics of boys alone, we find that in the five years, 1891-1892 to 1896-97, the number of boys in the primary stage rose by 55,282 and in the next five years by 11,449. In the five years under review there was an increase of 82,309. There has, therefore, been a considerable improvement during the quinquennium; but the small proportion (26·5) which the boys actually at school even now bear to those that ought to be, shows that there is still a vast field for the spread of primary education. And yet the direction along which efforts have hitherto been directed offers little or no prospect of further expansion. The recommendation of the Education Commission that primary education should be developed by aiding indigenous pathsalas has now been almost fully carried out. The area in which there was a basis to work upon has been utilised, and for further extension of the primary system we must look elsewhere. Attention must now be directed to the poorer *raiyats*, the lower castes, and the wilder tribes who have from time immemorial lived without instruction, who are "indifferent to its advantages and can see no reason why their children should be sent to school or taught things of which they themselves are ignorant and in which they can perceive no practical use". But, for the establishment of elementary schools among these classes, there is no groundwork to commence on, nor can any contribution be expected from a population whose average income is very low. The task, therefore, involves an expenditure which is beyond the means of the Boards, inelastic as their income is to a very large extent. Requisite funds out of a large Imperial grant for the extension of primary education were accordingly placed at the disposal of these Boards during the quinquennium; and if, in spite of it, the advance has been slow, it is because the difficulties are immense and satisfactory progress can only be a work of time.

136. The average cost of educating a pupil in a boys' primary school from public funds was, in 1906-07, Rs. 1·1, from private funds Rs. 1·5 and from both taken together Rs. 2·6 against Re. ·8, Rs. 1·7 and Rs. 2·5 in 1901-02. The average fee expenditure per pupil amounted in schools under public management to Re. ·08, in aided schools to Rs. 1·4 and in unaided schools to Re. ·9. The corresponding figures for 1901-02 were Re. ·2, Rs. 1·4, and Re. 1.

Average cost of a pupil.

137. Speaking of the school buildings in Bengal, the Education Commission remarked in 1882 :—

(i) School buildings, their average dimensions and cost.

> School accommodation does not as yet form a very important point for consideration in this country, the climate permitting the children, except during the rains, to sit out in the open air Of the 50,788 schools, 6,545 have houses of their own, 43,256 are accommodated rent free in the houses of other people, and 987 are held under the shelter of trees.

During the twenty-five years that have elapsed since then, not much progress has been made in this direction in Eastern Bengal. The reports of the Inspectors show that the majority of pathshalas (lower primary schools) have no houses of their own but meet in verandahs or even under trees, and, although some of the upper primary schools have been furnished with buildings, they are in most cases unsuitable. A typical upper primary school-house consists of one room measuring 24′×15′ with no verandah, situated in the vicinity of some dwelling house or in a market place. The roof is generally of straw, the walls of mat with small openings which serve as windows; while play-grounds and compounds are conspicuous by their absence. The cost of such a building varies from Rs. 25 to Rs. 75. "These buildings," observes the Inspector of Rajshahi, "do not give sufficient accommodation to students. Free ventilation and sufficient light cannot be expected in many of them." With the Imperial grant of Rs. 2,57,200 sanctioned for Eastern Bengal and placed in the hands of District Boards in 1905-06, suitable buildings on approved plans are, however, being erected, at a cost varying from Rs. 500 to Rs. 800, for these schools.

In Assam considerable expenditure has been incurred in the building of school-houses, and the result has been highly satisfactory. The style in which these houses have been built is that ordinarily adopted for the houses of the better class in the locality. In some districts the walls are of split bamboo unplastered

and in others of plastered ekra. The plinth is well above the flood level. A verandah usually runs round the house or, if there is no front verandah, the doorway is protected by a porch; and windows of adequate size have been provided. The average dimension of these schools varies from 18′×12′ to 32′×25′.

Equipment, furniture and appliances.

138. In Eastern Bengal the interior of a school-house is as disappointing as the outside. As has been remarked by the Inspector of Chittagong:—

> A rickety table and an old chair suffice for the teachers. For the pupils improvised benches with bamboo legs stuck in the ground with timber planks or more frequently split bamboo spread on the top, serve for seats. Sometimes old disused boxes take the place of benches. Often not even so much is to be found in the inferior classes of lower primary schools, where the children sit on mats. In the better class of schools, benches and occasionally a black board are sometimes met with. In the schools that receive stipends from the district funds, a map or two, a Kindergarton box or sometimes an object-lesson chart are occasionally found, but in the mass of lower primary schools the whole of the appliances consist of the pupils' books and their slates. In the schools within Municipal areas the general state of things is somewhat better, and they are better equipped and furnished than the village schools.

In Assam the equipment is better. The main articles of furniture consist of a table and a chair for the pandit, benches for the boys, a blackboard, a map of the district and a set of text-books including a Bengali dictionary. Maps of the province also are now being supplied. In addition every school is supposed to possess a village map, and a collection of manuscripts, forms, pictures, etc.

School hours.

139. Most of the primary schools in both portions of the province meet as a rule during the middle of the day from 11 A.M. to 4 P.M. But clocks or time-pieces are uniformly absent; and the teachers and pupils are neither regular nor punctual in attendance. Some schools are, however, held in the morning and evening, either in order to set the teachers free during the rest of he day to attend to other duties or to enable the children to assist their parents in field and other work during spare hours.

Class management and discipline.

140. With the simple appliances and low paid teachers which primary schools have hitherto been able to afford, the system of management is necessarily the simplest and hardly comes up to the accepted standards of efficiency. The passage relating to Bengal in Mr. Nathan's review on the Progress of Education in India in 1897-98 to 1901-1902, page 156, gives an accurate description as to how classes are still managed in these schools.

Physical Training.

141. Drill has been made compulsory in all classes of schools in Eastern Bengal, but is taught very badly. Outside the school hours the boys often take part in indigenous games, the most common being *Do Do* or *kabaddi*.

In Assam, physical training is confined to the practice of *Desi Kasrat*, which has been introduced during the quinquennium. The masters have, in the majority of cases, not mastered the exercises with sufficient accuracy to give them their full usefulness. Where the master is an elderly man it is perhaps unreasonable to expect a very high standard of proficiency.

Stages of the Primary Course.

142. There are two recognised stages of the primary course—the lower primary and the upper primary. Up to the beginning of this quinquennium, these two stages were quite distinct and marked off by the lower primary and upper primary examinations which closed each period of the course. With the abolition of the public examinations for these standards, this distinction has lost much of its force.

Number of classes.

143. The lower primary stage consists of 5 classes including the three infant classes and the upper primary of one or two classes more. The course in each class occupies in general one year. During the first year a boy is instructed without the help of books. Books are given to him during the second year and one year is spent with the alphabet and rudiments before he is allowed to take up the prescribed text-books for the lower primary course. After the lower primary stage come two years of the upper primary. The majority of children, who only pass through the lower primary stage, can thus finish their schooling at the age of about nine or ten; those who complete the primary course take two or three years more.

Class promotions.

144. The systems of class promotion vary in the two portions of the province. In Eastern Bengal class promotions are given by the teachers themselves on the results of the annual examinations held in November or December. Strictness is seldom or never observed, though the inspecting officers check the mark-roll as far as possible, and are supposed to degrade boys who have been improperly promoted. With the appointment of additional Sub-Inspectors better supervision will be possible.

In Assam class promotions in upper primary schools are made by the masters with effect from the 1st of April every year, but in lower primary schools promotions are given between the middle of November and the middle of February on the result of examinations held *in situ* by the inspecting officers who are also empowered to promote to the higher class any boy who is plainly fit for promotion at any time during the year.

Subject and method of teaching.

145. The course of instruction in a lower primary school in both portions of the province is simple, and all that it aims at is to give, in addition to reading, writing, arithemtic, zamindari and mahajani accounts, some practical knowledge of a kind that will be useful to a boy belonging to a class from which the pupils of these schools are drawn. In the matter of curricula, however, some differences occur. In Eastern Bengal the curriculum is dominated by a scientific tone, but this characteristic is not found in Assam. Geography is entirely absent from the lower primary curriculum of the former, but is emphasised in the latter. The system of semi-indigenous physical exercise above referred to is in vogue in Assam; but in Eastern Bengal, though a curriculum exists, it appears to be more or less disregarded. These facts will be best illustrated by placing the curricula of the highest class of lower primary schools in the two portions of the province side by side: —

In Eastern Bengal.	In Assam.
1. Science Primers, Standards I and II, Handwriting, Reading.	1. Reading, Handwriting and Dictation.
2. Arithmetic (European and Indian), Mental Arithmetic.	2. Arithmetic (European and Indian), Mental Arithmetic.
3. Drawing.	3. Zamindari or Mauzadari and Mahajani Accounts, and simple Mensuration after the Indian method.
4. School drill.	4. Geography, consisting of general comprehension of the village field map, and Geography of Assam taught orally by means of a map, etc.
5. Object Lessons on the sky and air and subjects in science.	5. Indian gymnastic exercises known as *Deshi Kasrat*.
6. Manualwork (optional).	

Upper primary schools give instruction somewhat more advanced than that of the lower primary course detailed above, and include, in Eastern Bengal, a Historical Reader (Bengal) and a Literature book containing (*a*) prose, (*b*) poetry, (*c*) grammar, in Assam, a history of that portion of the province, and, in both, Geography, Geometry, and Mensuration.

By the introduction in Eastern Bengal of the vernacular education scheme sanctioned in 1901, the courses prescribed for pupils of different ages rom five to nine attending the lower classes of these schools have been graduated, and steps have been taken to teach practical subjects as much as possible, with a view to train the faculty of observation and the use of the eye and the hand.

(viii). Time-Table.

146. The time-table in a lower primary school in Eastern Bengal usually provides for one teacher being successively in charge of four or five different classes. In upper primary schools two teachers successively take six or seven classes. While the teachers are engaged with one or two particular classes, the rest of the classes are kept occupied with writing exercise and other slate work. Drill is generally taught to all the classes together during the last period immediately before the school breaks up for the day.

In the Assam Valley a time-table has recently been issued, and criticism invited. The objects kept in view in the preparation of the tables have been (1) to allot a due proportion of time to the various subjects, (2) to ensure that none were neglected, and (3) to indicate a method by which a master in charge of some four or five classes might hope to keep them all employed.

147. The total number of teachers in primary schools throughout the province, except the Assam Valley, amounts to 17,990. Of these, only 840 have had any special training. The proportion varies a good deal in different parts of the province. In the Dacca Division only 101, out of 7,410 teachers in primary schools for boys, are trained; in the Chittagong Division 95 out of 4,161 teachers; in the Rajshahi Division 229 out of 5,051; in the Surma Valley 415 out of 1,368, while in the Assam Valley the proportion of trained men to the total ranges between ·31 in Dhubri to ·85 in Nowgong. These figures sufficiently indicate how formidable a task it is that lies before the Department to train and introduce new methods among the tuitional staff of the primary schools.

Trained Teachers.

148. In Eastern Bengal, public examinations at the end of standards IV and II were abolished in 1904-05. The class examinations at the end of those standards are now conducted by the teachers of primary schools. By reason of the large number of schools and the small number of inspecting officers the Department can at present exercise no great control over their actions. The examinations are, therefore, unreliable as actual tests of progress. As a general rule, the class examinations are held during December and January. The scholarships, both upper primary and lower primary, are awarded on the results of examinations held among competitors selected by the Sub-Inspectors of Schools by examination *in situ* or at gatherings. Their actions are controlled and supervised by the Deputy Inspectors. The final examinations for the award of scholarships are held at the subdivisional headquarters in the case of upper primary, and in *thana* centres in the case of lower primary.

Examinations.

The abolition of public examinations has been unpopular with the village school teachers as well as with the public at large. The teachers as well as the pupils seem to have lost much of their former zeal. The villagers place no reliance upon the examinations held by the school teachers; and the teachers desire some sort of public recognition of their work in the shape of departmental examinations. It is hoped, however, that, with the increase of the inspecting staff, it will be possible to introduce some sort of *in situ* tests at the end of standards IV and II under the more immediate supervision of the inspecting officers. The introduction of such an examination is likely to restore public confidence.

In Assam, examinations for leaving certificates are held *in situ* by inspecting officers of the Department, while all those who have obtained such certificates are entitled to appear at the upper primary or lower primary scholarship examination.

The character and object of these examinations have thus considerably changed during the quinquennium. Taking the figures for 1906-07, it appears that, in the upper primary scholarship and leaving certificate examinations, 87 per cent. of the total number of candidates who appeared passed from schools under public management, 74·3 per cent. from the aided schools and 79·8 per cent. form unaided schools; while in the lower primary scholarship and leaving certificate examinations, 44·5 per cent. of the total candidates passed from public institutions, 71·8 per cent. from aided institutions and 75·4 from unaided institutions. Private students were not allowed to appear at either examination.

149. In order to receive aid from public funds a primary school under private management must conform to the departmental standards. This aid was, up to the beginning of the period under review, given mainly in three ways (1) by fixed stipends to a selected number of pathsalas, (2) by rewards to the majority on the results of primary scholarship and standard examinations and (3) by a combination of both. In order to secure permanency for the weak pathsalas located in backward and poor villages where the guru's income from fees was precarious, there was also an advanced reward system. Since 1903, however, these grants, as already mentioned in Chapter I, have been distributed upon a new system which varies from district to district, but which generally consists of a very small fixed grant (subsistence allowance) during nine months of the year and is supplemented by a further residual allowance (further allowance) at the close of the year, as funds permit and as the conditions of the school justify. The method of calculating the grant is not uniform, the most systematic being the "testcard" system prevailing in the Chittagong Division. Generally two-thirds of the sum allotted for primary education is spent on "subsistence allowance" and one-third on "further allowance". Newly started pathsalas, on the other hand, receive only a residual allowance at the end of the year; while a few schools, which for special reasons deserve encouragement, receive fairly solid monthly grants and no residual allowance. In Assam the local funds available are

System of payment.

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distributed in the shape of (*a*) fixed salaries at an average of Rs. 8 a month for certificated teachers; and (*b*) an additional capitation allowance at the rate of six annas, five annas and three annas for each boy in the first, second and third class, respectively, up to a maximum of Rs. 4, Rs. 5, or Rs. 6 according as the number of boys in the first three classes is less than twenty, twenty or over and thirty or over. The proportion of pay given as capitation allowance varies between ·30 and ·15 of the total. Depending as this system does upon the number of boys, the temptation on he part of teachers to falsify the attendance register is very great, but is checked by adequate inspection.

Expenditure on Primary Schools.

150. The total expenditure on primary schools for boys increased during the quinquennium by 24·7 per cent. against 8·4 per cent. in the previous quinquennium and now stands at Rs. 15,03,811.

Of this total, Rs. 52,724 was derived from Provincial Revenues, Rs. 5,85,996 from Local or District Board Funds, Rs. 16,305 from Municipal Funds, Rs. 6,49,370 from fees and Rs. 1,99,416 from other sources.

Provincial Revenues.

151. Expenditure from Provincial Revenues increased by 3·7 per cent., but this figure does not take into account the contributions from this source to Local Bodies which appear under local expenditure.

Local and District Board Funds.

152. Local and District Board expenditure increased by 68·4 per cent. against 7·7 per cent. during the previous quinquennium, due, as already observed, to the additional grants made by Government to the Boards. The increase occurred in every division. In the Rajshahi Division it amounted to 43 per cent.; in the Chittagong Division to 31; in the Assam Valley to 83·65; in the Surma Valley to 96·84 and in the Dacca Division to 75·9 per cent. "The increase in the last division was", the Inspector says, "so obviously below the Rs. 59,696 granted to District Boards in 1902-03 (Imperial grant of Rs. 56,000 and Provincial grant of Rs. 3,696 in 1904 for extra scholarships) that I was led to enquire which District Boards were failing to spend the extra allotments. The enquiry shows that the District Boards of Mymensingh and Bakarganj are chiefly responsible, the former during the last two years having failed to spend on the average no less than 4·5 per cent. of its budgetted allotment for primary education, and the latter 3·1 per cent. The case of Mymensingh seems to be a specially bad one, as although there was a saving of Rs. 2,774 in 1905-06, the allotment for 1906-07 was only increased from Rs. 54,749 to Rs. 54,873 and, even of the latter, Rs. 2,552 remained unspent at the end of the year. The only conclusion that appears possible is that Rs. 2,650 of the savings of 1905-06 was improperly diverted to other channels of expenditure than education." The percentage of Local and District Board expenditure on primary to total education was 50·7 in 1896-97, 48·2 in 1901-02 and 49·7 in 1906-07.

Municipal Funds.

153. In Eastern Bengal, Municipalties are required to spend 3·2 per cent. of their income on primary education, and, until this condition is fulfilled, they may not devote their funds to the aid of secondary schools. In Assam they must similarly devote 3 per cent. of their total income to promotion of primary and middle education. In the Dacca Division all the municipalities attained this prescribed minimum with the exception of the Dacca municipality. In the Chittagong Division the municipality at Chandpur was the only one that failed in its duty. No information is given under this head by the Inspectors of other divisions.

The total Municipal expenditure increased by 16·2 per cent. against 12·7 in the previous quinquennium. The percentage of expenditure by municipalities on primary education to education in general was 49·1 in 1896-1897, 53·4 in 1901-02 and 51·0 in 1906-07.

Expenditure from private sources.

154. Of the total private expenditure in 1906-07, Rs. 6,49,370 was derived from fees and Rs. 1,99,416 from other sources. The former figure showed an increase of 14·6 per cent. against 12·5 per cent. in the previous quinquennium, as a result of the increase in the number of schools and pupils, but the latter declined by ·6 per cent. This was probably due (1) to increased expenditure from public funds and (2) to the scarcity that prevailed during the latter end of the quinquennium.

Fees.

155. The rate of fees varies from two annas to six annas in an upper primary, and from two annas to four annas in a lower primry school, the payments being generally made at the convenience of the pupils. The gurus consequently experience great difficulty in collecting fees; and payments in kind are often accepted in lieu of money. In the case of schools under public management the average fee expenditure per pupil per annum decreased from Re ·2 to Re. ·08; in aided schools it remained stationary (Re. 1·4), while in unaided institutions

it decreased from Re. 1·0 to Re. ·9. The comparative lowness of the rates in school, under public management is due to the fact that these are either practising schools or schools for backward races, in both of which lower fees are charged than in other schools.

Percentage of direct Expenditure.

156. In order, however, to determine rightly the amounts devoted to primary education from Provincial, Local and Municipal Funds, respectively, it is first of all necessary to separate "direct" from "indirect" ex-penditure. The latter head of expenditure includes charges for inspection, scholarships, buildings, and the like which are incurred in furtherance of all classes of education, though the distribution of the indirect will naturally follow, in its main lines, that of direct expenditure. In other words, the greater the share spent in primary schools directly, the greater also will be that spent on the inspection of primary schools and on buildings to house them. Hence we may regard the proportion of direct expenditure that is devoted to primary education as roughly representing the corresponding proportion of the total expenditure. It appears, then, that out of a total direct (or tuitional) expenditure from Provincial Revenues amounting in 1906-07 to Rs. 4,86,089, the amount spent from that source on primary education was Rs. 52,724 or 10·8 per cent. Out of direct educational expenditure from District or Local funds amounting in the same year to Rs. 8,06,089, the primary expenditure was Rs. 5,85,996 or 72·7 per cent. Lastly, out of Municipal expenditure on the maintenance of schools amounting to Rs. 26,636, the primary share was Rs. 16,305 or 61·2 per cent. It should be understood, however, that these figures are slightly vitiated by reason of the fact that the cost of primary departments attached to secondary schools have been omitted.

Imperial grant.

157. In the year 1902 a sum of Rs. 56,000 was allotted to the Dacca Division for the purpose of increasing the remuneration of gurus and (2) a sum of Rs. 9,900 for the appointment of additional Sub-Inspectors of schools, both from the Imperial grant of four lakhs. In the following year, (*a*) a special grant of Rs. 17,500 from the Imperial grant was sanctioned for the additional remuneration to gurus, in lieu of the proposed contribution towards a Gurus' Provident Fund and (*b*) Rs. 8,162 was received for furniture and appliances from Provincial Revenues. In 1904 a sum of Rs. 3,696 was made over to District Boards from Provincial Revenues, as a recurring grant, for increasing the number of lower primary scholarships from 69 to 146. Towards the close of 1905-06 an Imperial grant of Rs. 1,12,400 was sanctioned for primary school buildings, while in the past year, the Dacca District received from the Department Rs. 1,097 for furniture and appliances. With the exception noted above, the money thus granted was spent for the purposes for which it was intended. The number of Sub-Inspectors was increased by 11, which enabled the subordinate inspecting agency to exercise greater control over primary schools. The creation of 77 additional lower primary scholarships, with effect from January 1904, afforded special opportunities to deserving children, who otherwise would not have prosecuted their studies further. The increased grant-in-aid allotments resulted in a large increase in the number of aided primary schools. The special grants for furniture and appliances were utilised in providing many primary (as well as middle schools) with object lessons and simple geographical charts, besides other educational appliances, while the Imperial grant recently sanctioned for buildings is in the process of being spent in providing about 130 schools with suitable houses.

In 1902-03, Government sanctioned for the Rajshahi Division an additional allotment for the extension of primary education from the Imperial grant of four lakhs; and towards the end of 1905-06 another Imperial grant of Rs. 95,200 was sanctioned for primary school buildings. The first allotment was for the improvement of primary schools for boys and girls under the District Boards and the Department. The amount sanctioned for the District Boards was made over to the Boards that very year with the result that the number of primary schools both for boys and girls taken together increased by 155. Next year some departmental schools were established with the Imperial grant sanctioned. Those schools were the practising schools attached to guru training classes and the model primary schools for girls. In this year, *i.e.*, 1903-04, the number of primary schools under the District Boards and the Department increased by 269. Thus in these two years the total gain of primary schools was 424. In 1904-05 the number of schools fell off by 22; but in 1905-06 the number rose again by 204. In the the following year, however, the number of schools declined by 50. The number of primary

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schools thus shows a net gain of 556 from 4,043 schools in 1901-02 to 4,569 schools in 1906-07. The boys' schools increased by 432 and the girls' schools by 124. The amount spent from the first Imperial grant by the Department for practising schools for each of the four years 1903-04, 1904-05, 1905-06 and 1906-07 was Rs. 566, Rs. 1,248, Rs. 2,733 and Rs. 2,974, respectively, and for model girls' schools, Rs. 1,345, Rs. 1,047, Rs. 2,125 and Rs. 2,204. As the District Boards amalgamated the Imperial grants with those from other sources, reliable figures are not available. With the second grant, 124 school-houses have either been constructed or are under construction.

In the Chittagong Division no grant was made during the year 1901-02. In 1902-03 an allotment of Rs. 35,227 was placed at the disposal of the District Boards and Rs. 936 was granted for the Chittagong Hill Tracts. Of the total allotment, Rs. 24,000 was intended to be recurring and Rs 12,163 as non-recurring. The recurring charge was meant for the improvement of primary education and also a part of the non-recurring grant. The rest of the non-recurring grant amounting to Rs. 4,663 was meant for the supply of appliances. In 1905-06 a further allotment of Rs. 49,600 was made for the construction of primary school-houses. As a rule, the grants have been utilized for the purposes for which they were intended. A large number of schools have been aided, primary schools have been established in connection with guru training schools, some schools have been supplied with furniture and appliances and 76 decent school-houses have been constructed during the quinquennium.

In Assam, out of the special Imperial grants received for the year 1902-03 and 1903-04 amounting to two lakhs, Rs. 50,400 were allotted in each of these years to Local Boards as their annual subsidy for the improvement of primary education, and the special grants made for the improvement of lower primary school-houses absorbed Rs. 1,02,029. The balance was reserved to meet the initial expenditure in connection with the establishment of training schools. Out of the recurring grant of one lakh in 1904-05, the Local Boards received an annual subsidy of Rs. 50,400 for primary education and Rs. 35,000 was allotted for school furniture and apparatus, while Rs. 14,600 was reserved to meet the cost of new inspecting staff. With the Imperial allotments of 1905-06 and 1906-07, grants were made to Local Boards for opening 700 new lower primary schools and for building houses for them, six new Sub-Inspectors were entertained, while a sum of Rs. 7,581 was spent for various purposes, such as the maintenance of training classes, establishment of State girls' schools at Habiganj, Jorhat and Dibrugarh, grant to Garo Hills Mission and the appointment of a new Deputy Inspector for the Garo Hills.

Scholarships.

158. An account of lower primary scholarships, *i.e.*, scholarships, granted on the result of lower primary scholarship examinations has already been given in the preceding chapter. The total expenditure under this head in 1906-07 amounted to Rs. 14,566, of which Rs. 5,719 was paid from Provincial Revenues, Rs. 7,991 from Local Funds, Rs. 36 from Municipal Funds and Rs. 820 from other sources. The percentage of this amount to the total expenditure on scholarships was 13·1.

Night schools.

159. From the nature of the case there can be no very large or steady demand for institutions of this class. In large towns artizans attached to factories and others who, as boys, have been deprived of the advantage of education, cannot fail to recognise the benefits, pecuniary and other, which a knowledge of reading, writing and accounts would place within their reach; but in rural tracts the advantages are not so fairly pressed upon their notice, and the difficulty of establishing such schools among a scattered population is much greater. In this province the number of night schools is reported to be 585 with 11,134 pupils, against 510 and 8,221 pupils in 1901-02. They are public institutions and teach up to the lower primary standard. The house and staff of an ordinary day school are used, the teacher receiving special remuneration in the shape of extra pay or grant-in-aid. The following is an account of these schools given by the Assistant Inspector of Schools, Dacca :—

"A night school is seldom found sitting if visited without previous notice; the attendance of pupils is not regularly recorded; and generally the registers are falsified. The Inspecting Pandits and Sub-Inspectors are supposed to check attendance of pupils also reading in day schools, but as they visit the school with previous notice, falsification of attendance registers is seldom detected. As the schools exist in the interest of day labourers and as the grants given from public funds are very small, great leniency is always shown. I have seen day labourers, usually children of cultivators, attending these schools. These schools do good to backward localities and among backward people and, therefore, deserve encouragement, though their constitution is defective.

School post offices.

160. The number of post offices attached to schools of various grades throughout the province was 472 against 290 in 1901-02. The teachers in charge receive additional stipends from the Postal Department for their extra work at a rate varying from Rs. 3 to Rs. 10 a month. The general opinion seems to be that the arrangement works satisfactorily and is one which is convenient to both Departments. The Inspector of the Chittagong Division, however, adds :—

> The dual authority under which the post master works cannot but stand in the way of the proper exercise of control by either of the Departments. Such difficulties would disappear if payments to school post masters for postal work were made through the District Boards, instead of by the Postal Department direct.

General Remarks.

161. The condition of primary education, though it has been recently improved in Assam, is highly unsatisfactory in Eastern Bengal. Dispositions have now been made for the expenditure, upon both capital and recurring objects, of the Imperial grant of 3½ lakhs. The inspecting staff will be strengthened ; the facilities for training gurus increased and rendered more efficient. Encouragement will be given to girls reading in mixed schools and to the importation of secular studies into maktabs. An experiment will be tried with the introduction of a little optional Urdu into schools where circumstances seem favourable. And last, but most important, a number of school-houses are to be erected and schools maintained in them, under close control of the Boards, which will gradually spread over the face of the country a net-work of model primary schools.

INSTRUCTION IN TEACHING.

CHAPTER VII.

INSTRUCTION IN TEACHING.

(See Appendix Tables LXXXVIII—XC).

Different kinds of Training nstitutions.

162. One of the most urgent requirements of the province is some adequate provision for the training of teachers, both male and female. At present there is little of such training which is really efficient.

In Eastern Bengal, there are no facilities for training English teachers. Two officers (a Principal for the contemplated training college and a head master for the practising school) have, however, been recruited in England; and it is hoped to start the college within a very short time. In Assam something is attempted at the training school which is combined with the high school at Shillong and which prepares teachers for the aboriginal schools of the Khasi and Jaintia Hills. The system is, however, quite inadequate.

In Eastern Bengal, there are three Government schools for the training of head pandits of middle schools and lower pandits of high schools. Assam possesses two similar institutions for middle vernacular, upper primary and lower primary teachers; and there are facilities for training Khasi teachers in the Shillong high school. These institutions are open, in one portion of the province, to pupils who have passed the middle vernacular scholarship examination, and, in the other, to the holders of middle or upper primary school leaving certificates.

Dacca Training School.

163. The three schools in Eastern Bengal are situated at Dacca, Rangpur and Chittagong. The Dacca Training School, which was for many years held in a rented house, was provided, in 1906, with a commodious building of its own at a total cost to Government of Rs. 70,000. It possesses a good library consisting of over 5,000 useful English, Sanskrit and Bengali publications, which is annually supplemented by the purchase of fresh books. A little more apparatus for the teaching of science is all that is needed for its thorough equipment. The teaching staff consists of six teachers, three of whom are M. A.'s, one an undergraduate, one a passed student of the Calcutta Arts school and one a Sanskrit title holder. The school had on its rolls, on the 31st March 1907, 84 pupils against 92 on the corresponding date in the previous year, and 69 in 1901-02. The percentage of attendance which was 85·5 in 1901-02 and 85·7 in 1905-06 decreased to 82·9 during the last year of the quinquennium. Besides the ordinary pupils, 6 Sub-Inspectors and 70 head pandits of middle and subordinate pandits of high schools attended a special course of training for three months during 1906-07.

Rangpur Training School.

164. The Rangpur Training School is a fairly well-equipped institution, but the staff requires strengthening and the accommodation is insufficient and unsuitable. A new building will shortly be constructed on a site which has already been acquired.

Chittagong Training School.

165 The Chittagong Training School is located in two houses. One belongs to Government and is situated on a hill. The other is a rented house on the plain below. It is well provided with furniture and appliances and has a good library. The staff consists of the Head Master who is an experienced M. A. of the Calcutta University and a member of the Provincial Service, and five other teachers. The number of pupils in the school increased from 40 in 1896-97 and 42 in 1901-02 to 87 in 1906-07.

Jorhat Training School.

166 The Jorhat Training School supplies teachers for schools where the language is Assamese. It has recently been removed from Gauhati, has undergone a thorough re-organisation and has been in an admirable building. There are 32 stipendaries divided into a first and a second class. The staff now consists of two English masters and a drawing master.

Silchar Training School

167 This was established for the training of vernacular masters in November 1906, and is held in an excellent building which was erected at a cost of Rs. 26,219 on a site situated in the best quarter of the town. It is a well-equipped institution and its staff consists of two teachers, one of them a member of the Subordinate Education Service and the other a graduate, an instructor and a drawing master. The number on the rolls was 115.

Curriculum in Eastern Bengal.

168 A uniform course of studies is prescribed for all the three schools in Eastern Bengal. In accordance with Bengal Government Order No. 2497, dated the 18th July 1901, the period of training was reduced from three to two years and some alteration was made in the curriculum

Trigonometry and the histories of Greece and Rome were dispensed with; Chemistry Botany, Agriculture, Natural History, Practical Geometry, object lessons, Kindergarten and drill were added to the course, while manual work was made an optional subject. Further changes were introduced in the year 1907 when the study of Sarskrit and Algebra was abolished and special attention was drawn to the method of teaching. The course of studies now stands as follows:—

First-Year Class.

I. Bengali—
- (*a*) Prose, one book (150 pages).
- (*b*) Poetry (50 pages).
- (*c*) History of Bengali Literature.
- (*d*) Grammar.
- (*e*) Letter writing.
- (*f*) Essay.

II *Instruction and a paper in the text-books (Science-Reader, Literature, Geography and History) prescribed for standard V, treated from the point of view of method.

III. History of India and General Geography with special knowledge of Bengal and Physical Geography.

IV. Instruction and a paper on the whole series of manuscript work (bonds, *kabuliyats puttas, jamabandi* and forms of account) prescribed throughout all the standards.

V. Arithmetic and Method—
- (*a*) Arithmetic (the whole).
- (*b*) Method of Arithmetic.

VI. Geometry and Mensuration—
- (*a*) Euclid, about half of Book I.
- (*b*) Mensuration of lines and plane surfaces.
- (*c*) Method of Euclid and Mensuration.

VII. Elementary Science—
- (*a*) Physics, properties of matter (solids, liquids and gases), molecular forces, universal attraction and gravity, pressure of fluids and gases, equilibrium of floating bodies, heat and its effects.
- (*b*) Hygiene up to standard IV.
- (*c*) Chemistry up to standard IV.
- (*d*) Botany up to standard IV.
- (*e*) Agriculture up to standard IV.
- (*f*) Natural History up to standard IV.

VIII. Drawing and Practical Geometry—
- (*a*) Straight lines, simple and compound curves, to be drawn to the exact size of examples.
- (*b*) Straight lines and curves to be enlarged or reduced on a given scale.
- (*c*) Practical Geometry.

IX. Art of Teaching—
- (*a*) One text-book.
- (*b*) Practical examination.
- (*c*) Object lessons and kindergarten (written).
- Ditto *viva voce.*

X. Miscellaneous—
- (*a*) Manual work, optional.
- (*b*) Drill.

Second-Year Class.

I. Bengali—
- (*a*) Prose, 150 pages.
- (*b*) Poetry, 50 „
- (*c*) History of Bengali Literature.
- (*d*) Grammar.
- (*e*) Essay.

II. Instruction and a paper in the text-books (Science Reader, Literature, Geography and History) prescribed for standard VI, treated from the point of view of method.

III. History and Geography—
- (*a*) History of the World.
- (*b*) Physical Geography.

IV. Instruction and a paper on the whole series of manuscript work (bonds, *kabuliyats, pattas, jamabandi* and forms of account) prescribed throughout all the standards.

* By "instruction" it is meant that the candidate may be called upon to instruct a class in the subject specified, at an oral test.

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V. Geometry, arithmetic and surveying—

(*a*) Euclid, Book I, and problems in arithmetic.

(*b*) Surveying.

VI. Elementary Science—

(*a*) Physics, revision of first-year course, pressure of fluids and gases, equilibrium of floating bodies, light and electricity.

(*b*) Chemistry up to standard VI.

(*c*) Hygiene up to standard VI.

(*d*) Agriculture up to standard VI.

(*e*) Botany up to standard VI.

(*f*) Natural History up to standard VI.

VII. Drawing and Practical Geometry—

(*a*) Freehand drawing.

(*b*) Model drawing (simple solids, as cubes, cones, etc.)

(*c*) Practical Geometry.

VIII. Art of Teaching—

(*a*) One text-book.

(*b*) Practical examination.

(*c*) Object lessons and kindergarten.

Ditto *vivâ voce*.

IX. Miscellaneous—

(*a*) Manual work, optional.

(*b*) Drill.

Blackboard writing should form a part of the test in the practical examination, and each pupil in the first-year class should be caused to construct a raised map of Eastern Bengal and Assam and in the second-year class, if possible, a globe.

Curriculum in Assam.

169. In Assam, the curriculum, which is given below, is divided into the following branches :—General Knowledge, Class Subjects (Method), Method (thoretical), Practical Training, Physical Training. The first year students devote themselves to the first two and the last. In the 2nd year five hours a week are spent in gaining an insight into the theory of method and ten in practical training.

The curriculum for the First-year Class :—

(*I*) *General Knowledge.*

(1) Ramayana (in the vernacular) ; Easy Selections from the Ayodhyakand, Aranyakand and Lankakand, or one of the following :—

(*a*) Britra Sanhara, by Hem Chandra Banerji.

(*b*) Rangamati, by Nabin Chandra Sen.

(*c*) Meghanadabadha, by Madhusudan Dutta.

(2) A prose book to be annually selected by the Inspector of Schools (Charupatha, Parts II and III, by Akshaykumar Dutta, or Bishada-Shindhu, Muharrum Parba, by Mir Mushurruf Hasain, or some other such book).

(3) Advanced Vernacular Grammar.

(4) Indian History. Oral lessons and notes.

(5) A book on Physical Geography.

(II) *Class Subjects (method).*

A special study of portions of the vernacular text-books prescribed for Classes IV, III, II, and I of middle schools.

General instruction in the methods to be employed in the teaching of reading, writing, Arithmetic, History, Geography, Agriculture, etc., from the lowest to the highest middle classes, special attention to be paid to simple manual methods suitable for Indian children, manuscript subjects (village records and accounts) and agriculture, and to black board writing and drawing, and map-making.

Model lessons.

Criticism lessons.

The writing of notes.

(III) *Physical Training.*

Deshi-kasrat, extension motions, marching and a little English Gymnastic.

Curriculum for the Second-Year Class :—

(I) General knowledge (as in the First-Year Class.)

(II) Class subjects (method) (as in the First-Year Class).

(III) Method (Theoretical) :—

Shiksha-Bidhi by Srijut Padmanath Barua, or Uchcha Shiksha Sahachar by Babu Dwijendra Nath Neogi, or Shik-ha-Paddhati by Babu Brajapati Banerjee. The construction and working of time-tables.

(IV) Practical training under the Superintendent.

(V) Physical training (as in the First-Year Class).

Each pupil should, during his course, make a globe and a raised map of India or of Eastern Bengal and Assam, to take back to his school.

Training of Lower Primary teachers.

170. The training of lower primary teachers is carried on, in Eastern Bengal by means of 39 *Guru* training schools and two training classes attached to circle schools which were opened for the first time during 1906-07, as an experimental measure in Bakarganj. They are, with the exception of these special classes, maintained and provided with houses by the State. These houses, however, do not possess that cheerful and attractive look which they ought to have, nor provide, in many cases, sufficient accommodation. Schemes for their improvement and, in some cases, for their extension are now being worked out.

The staff usually consists of a head pandit and a second pandit. The head pandit is a Vernacular Mastership certificate holder and teaches the guru classes. The second pandit is generally a man who has passed the middle vernacular Examination and teaches the practising classes attached to such guru training schools. Each school is intended to contain ten gurus (lower primary school teachers) who receive stipends of Rs 5.

The course extends over a period of one or two years according as the teacher has or has not passed the school final examination from Standard VI. In addition to the ordinary subjects of study, the pupils receive a special training in drill, drawing, object lessons and Kindergarten principles. Where a school garden exists, they are expected to help the master in laying it out and supervising the gardening operations. At the close of the course, examinations are held *in situ* by Deputy Inspectors, and certificates, countersigned by Inspectors of Schools, are granted to the gurus.

The characteristic Guru training school of Eastern Bengal has nothing attractive or inspiring about it. A somewhat dishevelled mat or mud hut divided into two halves. In the one-half the remnant of the ten gurus selected for training those, that is, who choose to put in an often inadequate attendance. An ill-qualified instructor. In place of an intelligent display of the methods of instruction, a string of lugubrious complaints from the gurus, how their stipends and their pay are inadequate; how they have to yield up the fees and salary of their school for two years to a substitute; and how the chances are that, when they return home, they will find themselves permanently displaced by that very substitute, and left, as a result of their training, without even their former scanty means of livelihood.

The arrangement for training teachers is admitted, on all hands, to be unsuccessful. "It is unpopular," as was observed by the Director of Public Instruction in his Report for 1905-1906, "because the prospects are bad, those under training have no hostels to live in, and gurus fear that, in their absence, their schools will be appropriated by the *locum tenens* or by some interloper. It is insufficient, because the instructors are ill-qualified, and many of the gurus so ignorant that some cannot even write their names correctly. It is inadequate because, even supposing the lives of the gurus were prolonged beyond the term of nature, they could not all, at the present rate, be trained in less than a hundred years." To these may be added the facts that supervision over these scattered schools, with an inspecting staff numerically weak, has hitherto been inadequate; that the course is too long; that the average income of a village guru is not sufficient to induce him to undergo any sort of special training for his profession, and that the stipend allowed to him, while under training, does not even cover his boarding expenditure, much less enable him to support his family. This lamentable state of affairs can only be remedied by the erection of hostels, by the reduction of the length of the course, by the improvement of the condition of the gurus during the period under training, and, above all, by the

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increase of the grant to those of them who undergo the prescribed course of instruction. The last point perhaps deserves primary consideration, for, unless better prospects are held out to the gurus, it is useless to expect them to leave their homes to undergo a course of training which will be of no material benefit to them. In support of this fact, it need only be pointed out that, although a hostel was erected for the Rajbari school nine months ago, not a single guru has yet come to live in it.

In Assam, lower primary teachers are trained partly under the apprentice system in middle vernacular schools, and partly in training schools. There are three such schools under missions aided by Government, chiefly for the Cacharis and Nagas and one State school has just been opened at Jaiaw for Khasis. But the two important institutions for the training of these teachers are the guru classes attached to the Jorhat and Silchar Training Schools where provision has been made for the training of 60 gurus at a time. In these schools the same buildings and the same hostels are used as for the middle and upper primary teachers. The course is of six months. The curriculum is in its main outlines the same as in the training schools, though less advanced. These guru classes are intended ultimately to oust the apprentice system, but, in the meanwhile the two are being worked together. The idea is that lower primary teachers already in employ shall be trained at Jorhat or at Silchar, while candidates shall for the most part be trained as apprentices. A larger proportion of the vacancies in the classes will, however, from term to term be given to the latter until the former have all been trained.

Training of Female teachers.

171. There is no arrangement in either part of the province for the training of female teachers.

Statistics.

172. A reference to table LXXXVIII shows that radical changes have been effected during the quinquennium in the methods employed for training masters. In 1901-02 there were altogether only six training institutions in Eastern Bengal. By 1903-04, in consequence of the establishment of the guru training schools for the training of primary school teachers, the number had risen to 39. Since then the institutions have steadily increased and now number 44, all of which are under the direct management of Government. In Assam, on the other hand, the process has been just the reverse. In that portion of the province the number of these institutions was at the beginning of the quinquennium 24; but by 1903-04 it had fallen to as low a figure as seven, at which it stands even at the present day. This result was due to the abolition of the old guru training schools which were dotted mostly about the Assam Valley and intended to serve the needs of the various subdivisions. They were by all accounts thoroughly inefficient. They were replaced by the apprentice system. This system is, as observed before, now again being gradually supplanted by the *guru* classes attached to the Jorhat and Silchar training schools.

Compared with the previous quinquennium, institutions throughout the province have thus increased from 30 to 51, *viz.*, 48 State schools, and 3 aided schools against 21 State, 6 aided and 3 unaided schools in 1901-02. Pupils have increased from 841, to 1,102 and the total cost from Rs. 52,544 to Rs. 77,846. The expenditure from Provincial Revenues has risen from Rs. 41,439 to Rs. 73,968 but that from other sources has fallen from Rs. 6,825 to Rs. 3,731. The cost per pupil was, in 1901-02, Rs. 62-4-4, and in 1906-07, a little over Rs. 70.

Results of vernacular mastership certificate examination.

173.(*a*) In Eastern Bengal, 91 candidates appeared for the first and 108 candidates for the second grade vernacular mastership certificates in 1906-07, of whom 43 and 51 respectively, or 94 in all, were successful. This result compares unfavourably with that of 1905-06 when 136 candidates passed; but shows an improvement over that 1901-02. It is noteworthy that all the four Muhammadan candidates who appearad at the first grade examination from the Dacca Division passed successfully. The number of first grade certificates awarded in the Dacca Division was unsatisfactory; for, although the minimum annual requirements of high and middle schools in that division is twenty-five teachers, only sixteen certificates were, on the average, annually obtained. The corresponding examination in Assam is the Training School Final Examination in which eight candidates were successful in 1906-07 against ten in 1901-02, and five in 1905-06.

Guru class examinations.

(*b*) The number of *gurus* who were granted certificates in 1906-1907 was 47 in Chittagong and 65 in Dacca against 36 and 38 in the previous year. Altogether 105 and 106 gurus, respectively, were successfully trained in those divisions during the quinquennium. In Rajshahi the number so trained during the same period was 44.

Teachers' certificate examination.

(*c*) The half-yearly examination in the art of teaching, held by the Inspector of Schools under Bengal Government letter No. 1500T.G., dated the 17th September 1904, is almost as much a dead letter as the examination in English idiom and pronunciation. In the Dacca Division only three candidates appeared and none were considered eligible for a certificate. In the Rajshahi Division three appeared and two passed; in the Chittagong Division six candidates were successful, and in the Surma Valley there was only one candidate and he failed.

Apprenticeships.

(*d*) The system of training teachers by apprenticeships held at high and middle vernacular schools obtains only in Assam. The course is of two years and stipends are given of the value of Rs. 3 per mensem for two years in the case of candidates possessing only a lower primary certificate, and of Rs. 4 per mensem for one year in the case of those who have an upper primary certificate. When the guru training schools were abolished in that portion of the province, a definite number of apprenticeships was allotted to each Local Board. This number was subsequently increased to 250. Six hundred and two pupils were trained under this system during the quinquennium at a total cost of Rs. 16,086. The number of apprenticeships will gradually decrease as the number of vacancies to be thrown open to new candidates in the guru classes in the Jorhat and Silchar Training Schools increases. The disappearance of the apprentice system will, it is generally admitted, be a considerable advantage. The system may be capable, under certain conditions, of producing satisfactory results, but it does not appear to be so in Assam. The explanation is of course that it throws upon the masters of middle schools a heavy responsibility which they are by no means fitted to bear. They are themselves, for the most part, men of indifferent qualifications, and precision of method and clearness of thought are not among their virtues. The result is noticeable in their own teaching and still more when they are training others to teach.

Number trained and provided for.

(*e*) Of the 255 gurus successfully trained in the guru training schools in Eastern Bengal during the quinquenium, none remained unemployed, with the exception of a few in Bogra, who took up other professions. As for the students who passed the vernacular mastership examination, all the statistics are not available but it appears that in Chittagong 59 out of 68, and in Dacca all the successful candidates, were provided with appointments.

Full figures to show the number of masters trained and given employment during the quinquennium have not been supplied for Assam. They do not seem in all cases available. There are records in the Assam Valley of 203, of whom all but three were subsequently employed, but there are none in the Surma Valley.

Scholarships and Stipends.

174. No scholarships are awarded on the results of training school examinations. Stipends are given in all the institutions. Seventy-six of these, six of Rs. 5, sixty of Rs. 4 and ten of Rs. 3, are awarded to the pupils under training at the Dacca Training School. Twenty-nine are held by the students of the second year class and 47 by students in the first year. Fifty-two were held by Hindus in 1906-07 and 29 by Muhammadan pupils. There are 60 stipends of Rs. 5 and Rs. 4 a month for each of the training schools at Chittagong and Rangpur. A sum of Rs. 250 a month is allotted for the purpose in the former Division, out of which Rs. 120 is reserved for Muhammadans. In the Silchar and Jorhat Training Schools, there are 46 stipends of Rs. 4 each in the former and 32 stipends of Rs. 5 each in the latter. In Eastern Bengal districts, each of the 39 guru training schools is provided with the stipends of Rs. 5 each. In the training classes for lower primary teachers at Silchar and Jorhat, each teacher under training receives the full emolument of his post. Two hundred and fifty stipends are annually awarded to the apprentices.

Hostels.

175. Hostels are attached to the training schools in the province. The Dacca Training School has arrangements for both Hindus and Muhammadans. Thirty-six of the former are accommodated in one hired house and 34 of the latter in two others. More accommodation for the Muhammadans is urgently needed. The health of the was inmates not satisfactory during 1905-06 owing to the insanitary surroundings; and the Inspector considers it highly desirable that the students should be provided with accommodation in Government hostels close to the training school with as little delay as possible. A new boarding house for the Hindu boys of the Chittagong Training School was erected during the last year of the quinquennium. It is under the supervision of the headmaster of the school. There is a great demand for a similar hostel for the Mussulman boys, who reside at present in a hired house under the control of the second pundit,

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who is a Muhammadan. The completion of the Victoria Islam hostel, a combined hostel for the Muhammadan boys of all the schools of the station, will remove this want. There is a commodious hostel erected at the cost of Government for the Silchar Training School, where there were, on the 31st March last, 61 boarders. This and the hostel attached to the Jorhat school serve for both the training schools and the classes.

The Guru training school at Rajbari in Faridpur is the only institution of its kind in Eastern Bengal which possesses a hostel. Steps are, however, being taken to provide all these institutions with hostels.

Summary.

176. To summarise the arrangements now existing in the province :—

(*i*) Facilities for training English teachers are practically, and those for training female teachers wholly, wanting.

(*ii*) There is a well-housed and well-staffed school in each of the five divisions for training vernacular teachers for high, middle and upper primary schools. The numbers at present under instruction are 333. It may be reckoned that 290 trained teachers are required a year to supply wastage, etc. The schools are capable of turning out about 350 a year. As a matter of fact, they turn out about 150. The total cost of these schools (including stipends) is Rs. 51,941 ; and the cost of turning out each pupil is Rs. 156 a year. The course is of two years' duration; and the stipends are of the value of Rs. 5 and 4.

(*iii*) The system of training lower primary teachers (*gurus*) differs in the two parts of the province. In Eastern Bengal, there are 39 Guru training schools, scattered, ill-staffed, each calculated to receive ten pupils, on stipends of Rs. 5. The annual requisite supply of masters may be taken at 550. But these schools are at present busied in training teachers already employed. Of these, 10,949 require training. The Guru training schools turn out 87 a year. The total cost is Rs. 39,000 and the cost of training each pupil is about Rs. 70 a year. The course is of two years' duration. This system can hardly be regarded with complacency. Action is already being taken to enlarge and popularise the schools ; and the increase in the inspecting staff may be expected to tighten supervision over them.

In Assam, the existing teachers are trained in the two big training classes attached to the training schools at Jorhat and Silchar, which provide for schools using the Assamese and Bengali languages respectively. The number of masters requiring training is 1,858. The schools are capable of turning out 240 a year. The total cost of both these schools is Rs. 12,264. The course is of six months. Khasi teachers are trained in the Shillong high school. There is likewise a newly opened school at Jaiaw (close to Shillong) for the training of Khasi teachers ; and proposals are a-foot for a similar school for Garos at Tura. New candidates for posts, to supply wastage, are at present trained as apprentices in selected schools. But, as existing teachers come to be trained, candidates will take their place in the classes at Jorhat and Silchar. The annual supply required is 372 ; the number turned out, owing to imperfect records, is uncertain.

The system of training classes in Assam is admirable; that of apprentices is inefficient.

All the schools mentioned above are State institutions. There are, however, some rivate training institutions, *viz* :—

(1) The mission training school at Tezpur ;

(2) the mission training school at Kohima ; and

(3) the mission training school at Impur.

CHAPTER VIII.

SPECIAL INSTRUCTION.

A.—Law Classes.

177. Of the professions to which a student takes on leaving college, one of the most favourite is the law.

Qualifications for entering the legal profession.

The qualifications for entering the profession are prescribed by the High Court of Calcutta. A University law degree, or success in a professional examination held under the orders of the High Court is, in general, an essential preliminary. In Eastern Bengal and Assam there are three grades of lawyers—High Court Pleaders, Subordinate Court Pleaders and Muktears. The qualifications needed for the first are a law degree and professional experience for a fixed period; those for the second, a law degree or the F. A. Examination of the University of Calcutta followed by two years' study in a law class attached to a college or a school and success in a High Court examination for the Subordinate Grade Pleaders, while to be a Muktear one must pass the Entrance Examination as also an examination prescribed for the purpose.

178. There are no separate colleges for legal education in this province, but Law classes for the B. L. degree are attached to the arts colleges wherever it is necessary. There are three such classes in Eastern Bengal and Assam, two in the two State colleges at Dacca and Rajshahi and one in the Brajamohan Institution at Barisal. The lecturer in each case is a local Pleader, who devotes an hour or two in the morning to the work of instruction, and is paid, in the Government colleges, by fees.

Law classes.

These classes, as at present organised, are of little use for the purpose of legal education, and are attended by the students solely for the purpose of obtaining the certificate of attendance which is required by the University. The number of students has increased but little during the last ten years. That at Dacca, which, between the periods 1897-98 and 1901-02 was 134, rose during the next five years only to 148 : the rise in the other two colleges was also small. In Rajshahi it was from 27 to 40 and in Barisal from 19 to 31. The examination results were equally unsatisfactory. Between the same periods the number of students who passed the B. L. Examination from the Dacca College was 93 and 63, the number from the Rajshahi College was 3 and 14 and that from the Brajamohan Institution 9 and 11. The system under which arts colleges have been allowed to maintain Law classes has not proved a success. The expenditure on these classes amounted in 1906-07 to Rs. 5,832. "The large saving in fees at Dacca," as was observed by the Director in his Report for 1905-06, "warrants the strengthening of the staff with a view to greater efficiency."

179. The course for the degree of Bachelor-in-law extends over two years. Any graduate of the University is allowed to go up for it, provided that he has prosecuted a regular course of study in an institution affiliated in law for not less than two academical years after passing the B. A. or the B. Sc. Examination. Under the old Regulations (still in force during the period under review) a regular course of study consists merely in attending 24 out of 36 lectures delivered in each subject. The University has also a special course and an examination for honours in law. Candidates for this examination must have previously graduated in law. The degree of Doctor of Laws may be given to graduates who have passed the honours examination and fulfil certain other conditions.

University course.

180. The Regulations, which have been framed under the Indian Universities Act, 1904, but which will not come into force fully until the following quinquennium, reorganize the courses for the different degrees and introduce several important reforms. Some of them may be noticed here. In order to encourage continuous study of the subject, the examination for the Bachelor's degree has been divided into two parts, of which the preliminary part may be taken at the end of the first year of law study after graduation in Arts or Science, and the final part one year after the preliminary examination has been passed. At the same time, to ensure a

Changes introduced by the new Regulations.

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practical training, the provision of a law library has been made one of the conditions of affiliation; and the example of American Universities has been followed in requiring students to attend a class for the discussion of legal questions, and in laying down that in every paper (other than the papers on Jurisprudence and Roman Law) a certain proportion of the marks shall be allotted to problems.

Classes for the local Pleadership Examination.

181. There are Law classes for the local Pleadership Examination, attached to the Silchar, Sylhet, Gauhati and Sibsagar High Schools and to the Chittagong and Dacca Colleges. The figures for the Dacca College have been shewn together with the Collegiate Law Class. In the rest, there were, in 1906-07, 58 pupils against 44 in 1901-02. Altogether 289 were admitted to these classes during the last five years.

B.—Medical Schools.

The Dacca and Berry-White Medical Schools.

182. These schools are not under the Education Department. They are two in number, the Dacca Medical School and the Berry-White School at Dibrugarh. The Dacca Medical School contains two lecture theatres, one big enough to accommodate all the students, two separate dissecting rooms for males and females, a laboratory, a library and a museum. There is also a *post-mortem* room, but it is unsuited for demonstration. Administrative sanction has been accorded for the construction of a mortuary as well as for the erection of an examination hall, a laboratory and a gymnasium. Besides the Superintendent, who is a member of the Indian Medical Service, the teaching staff consists of five teachers, two demonstrators, one Chemical and one Anatomical assistant. There is no hostel attached to the school, but steps are being taken to erect one.

The Medical School at Dibrugarh was founded in 1900 in consequence of a legacy left by Dr. John Berry-White, and is called after his name. Besides the Superintendent, there are four teachers and five demonstrators attached to the school. The institution has seven boarding houses in connection with it, each accommodating twelve pupils.

Statistics.

183. The total number of students reading in these institutions rose from 203 in and 1901-02 to 291 in 1906-07, of whom one was a Eurasian, three native Christians, 260 Hindus, 26 Muhammadans one a Naga. The Hindus increased by 30 but the Muhammadans decreased by nine. There were five female students at Dacca. In 1901-02, 37 out of 50 students presented at the second Licence Examination were successful and in 1906-07, 55 out of 80. Of these latter, 50 were Hindus, 2 native Christians and only 3 Muhammadans. There were, in 1906-07, altogether 16 scholarship-holders in the Berry-White Medical School while 24 students obtained free-studentships in accordance with the rules of the school. In the Dacca Medical School there were 24 male and 4 female scholarship-holders (one of the latter, it is worth noticing, being a Muhammadan), and 19 Muhammadans were half supported from the Mohsin Fund. The total direct expenditure on these schools rose from Rs. 35,216 to Rs. 48,768 but the total indirect expenditure fell from Rs. 11,716 to Rs. 6,592. Of the direct expenditure, Rs. 40,006 was met in 1906-07 from Provincial Revenues and Rs. 8,762 from fees. Expenditure from Provincial Revenues increased by Rs. 12,444 and from fees by Rs. 1,107. The average cost of educating each pupil was, in 1901-02, Rs. 144 and, in 1906-07, Rs. 167 while the cost to Government was Rs. 112 and Rs. 157. There are also three unaided medical schools.

C.—Civil Engineering and Industrial Schools.

Introductory

184. In view of the impetus which it is hoped to give to this branch of instruction, the subject of Engineering and industrial training is here treated at considerable length. In order to make the classification of schools and courses more intelligible, a few prefatory words are required.

The Director would draw a line between those schools which primarily prepare for a recognised or organised profession, and those which are intended to assist persons who

will engage in trade. The former may be called Technical Schools, though the name is not altogether suitable. The latter may be called Industrial Schools.

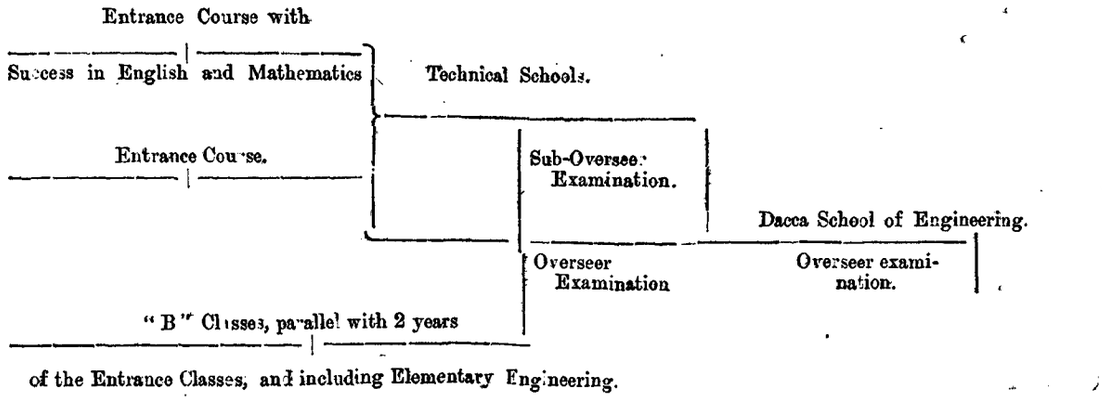
There is no institution in this province answering to the "Engineering Department" of the Sibpur Civil Engineering College. For instruction leading to the higher walks of the Engineering profession, the province still looks to that institution.

The fours years' course of the "Apprentice Department" finds its counterpart in the "Ahsanullah School of Engineering" at Dacca. This course may be said to comprise two standards, the Sub-overseer standard, the examination for which is held at the end of two years of instruction, and the Overseer, at the end of a further two years of instruction. The purely practical course which completes this mixed practical and theoretical course, and covers eighteen months, leading up to the so-called "Foreman Mechanics' Certificate", has hitherto not been fully provided at Dacca; but steps are being taken to add it.

In addition to this, there are four "Technical Schools" under District Boards, affiliated to the Civil Engineering College at Sibpur, and containing, among others, "Sub-overseer" classes, that is, classes which teach the course of the first two years of the Apprentice Department—the examination permitting successful candidates to enter the third year of the Apprentice Department of the Sibpur College or the Dacca School of Engineering.

The Dacca School and the four "Technical Schools" are practically fed by seven "B" classes attached to high schools. These classes are the outcome of a system of bifurcation in the high school course; and the curriculum comprises Mathematics, Modern English, Drawing and Practical Geometry, Elementary Chemistry and Physics, Elementary Engineering, Mensuration and Manual Training. The examination (as likewise those for the Sub-overseer and Overseer certificates) is controlled by the Principal of the Civil Engeering College, Sibpur. And success at the examination permits of entry into the second year of the apprentice course of one of the four technical schools, or of the Dacca School of Engineering. Entry into the first year is also gained, in the case of the Dacca School, through the University Entrance Examination and in that of the technical schools by success in English and Mathematics at that examination.

The system may be delineated as follows:—



The courses throughout are those given (for "B" classes) in the Bengal Education Rules and Orders, and (for the Apprentice Departments) in the calendar of the Civil Engineering College, Sibpur.

The schools also contain other professional classes notably Amin classes. At the Dacca School of Engineering these are of two grades, first year or Amin class, second year or Survey class. The Amin class is meant to give an elementary instruction in field book-keeping, and in compass, plane table and cadastral surveys. In the Survey class a thorough practical training is given in all the different branches of survey work, such as is required for the posts of kanungos, Civil Court and amins surveyors employed by the Revenue, Settlement and Engineering Departments.

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At some of the technical schools there are Amin classes, comprising a two years' course and with curricula locally devised and examinations locally conducted. A typical curriculum is that given below :—

Subjects.	First year Amin Class.	Second year Amin Class.
1	2	3
Engineering	Building materials (Stones, Bricks, Tiles, Limes, Cement, Mortars, Concrete, Plaster, Timber, Metals, Paints and Varnish) taught from "Saral Purta Sikha," a Manual of Civil Engineering in Bengali, Part I, by Babu Kunja Behari Chowdhury, L.C.E.	Building Construction—taught from "Saral Purta Sikha, Parts II, III, IV," a Manual of Civil Engineering in Bengal by Babu Kunja Behari Chowdhury, L.C.E. Brick Bonds and wood joints from Burrell's "Building Construction and Drawing."
Estimating	.....	Simple buildings and culverts—(From Roorki Example of Estimating plates Nos. 1, 2, 6 and 7).
Geometry	I, II, III Books of Euclid (taught from Jyamiti by Brohmo Mohan Mullick).	Four Books of Euclid and easy deductions of 1st and 3rd books.
Mensuration	Up to square measure	Volumes of solids and area of surfaces of solids.
Drawing	Freehand—10 plates (as designed by Babco H. N. Adhikari) of the School Library.	Freehand—Ten plates, model drawing.
	Thirty plates from Poynter's Drawing book.	Isometric Projection—Five plates including wood joints and brick bonds.
	Printing—Italics and Block types in English, 5 plates. Bengali types, 3 plates.	Engineering—Two buildings, one from actual measurement and one from plate.
	Linear Drawing—Ten plates from Morris' Geometrical Drawing.	Three bridges, one from actual measurement and two from plates.
	Scales—Four plates, Simple Scale, Diagonal, Scale of chords.	
	Projections—Twenty plates from models including sections and development.	Two Roof trusses of Iron and wood.
	Engineering—Six plates :—Doors, Cornice, Pillars, Steps, Culvert and a single room.	Draftsman's work in District Engineer's Office.
	Topographical—Two plates.—Survey reference and Level Staff. Two maps (1 small by chain only and 1 by chain and compass) from field work. One plate of Section of Levels.	Topographical—Survey maps and Level section. Scales—Vernier.
		.....
Surveying	Chain survey of a small plot of land ...	1. Plane table survey.
	Compass Survey—Computation of area.	2. Use of Theodolite.
	Levelling half a mile—Longitudinal Section.	3. Cadastral.
		4. Laying out curves by chords and offsets.
		5. Levelling one mile.
		6. Adjustments of Surveying instruments used.

This arrangement is curiously unsystematic, and, though the classes are popular and successful competitors appear to have obtained posts largely under zamindars, some improvement seems to be desirable. The Director has it under consideration to introduce, in consultation with the Director of Land Records, a uniform examination for which these classes may be eligible to compete.

Turning now to Industrial Education, the only systematic effort which has hitherto been made is the inclusion, in the Dacca School of Engineering and at the four technical schools, of Artizan classes., These are intended to give a kind of apprentice training to the sons of workmen; but the Director has recently moved the Boards to make arrangements for elementary instruction in the three " R's." The artizans receive small stipends and are supposed to stay for three or four years, after

which they generally either set up their own shops or find employment in railways or in factories such as those in Narayanganj. There are also stipends tenable at railway workshops at Pahartoli near Chittagong and on the railways of Assam.

There is a weaving school under the Malda District Board, the success of which is not yet fully assured.

There is a private industrial school teaching tin-smithing, jewellery work etc., in Chittagong which is now in receipt of aid.

At the end of the quinquennium schemes were nearing, but had not attained, completion, for a large industrial school at Bogra and for similar schools for the hill tribes at Shillong and at Kohima in the Naga Hills.

Dacca School of Engineering.

185. The principal institution of this kind in the province is the Ahsanulla School of Engineering attached to the Dacca College. This school was established in the year 1876 as a Survey School. Up to the year 1897 the course was of two years; and students, at the end of that course, were eligible for appointment as Surveyors, Kanungos, or Amins. In the year 1897, the course was revised, and it was decided that students should be entitled to an Amin's Certificate on passing the first year examination, to a Survey Final Certificate on passing the second year examination, and to a Sub-Overseer's Certificate on passing the third year examination. It was also arranged that students, who had passed the third year examination, and who wished to pursue their studies further, should be allowed to join the third year class of the Apprentice Department of the Civil Engineering College, Sibpur.

In the year 1898, Mr. J. S. Slater, Principal of the Civil Engineering College, Sibpur, who had been placed on special duty by the Government of Bengal to report upon the possibility of developing technical education in that province, submitted, for the approval of Government, a comprehensive scheme showing what improvements were, in his opinion, desirable. Among other proposals which he put forward, Mr. Slater discussed the question of raising the status of the Dacca School of Surveying. He suggested that, in order to afford promising students of technical schools or of technical branches of zilla schools in Eastern Bengal, who were unable to proceed to the Civil Engineering College, Sibpur, after completing their three years' course at Dacca, further opportunities of pursuing their studies and of securing practical training, the then existing School of Survey at Dacca should be raised so as to provide for the training of students up to the Overseer standard.

This proposal commended itself to Government, and it was decided, in the year 1902, that the Dacca School of Survey should be constituted a School of Engineering for the purpose of training students up to the Overseer standard. Measures have accordingly since been taken to carry this decision into effect with a grant of Rs. 60,000 from Government and a handsome donation of Rs. 1,12,000 from the Nawab of Dacca, after whom the school is named. A new building has been erected for the school on a suitable site and is being provided with furniture, apparatus, etc. At the same time, to enable the new school to work on advanced lines, a European Headmaster, a European Foreman and teachers on higher rates of pay have been appointed.

The Dacca School of Engineering thus comprises the four Overseer classes, and pupils presenting themselves from it at the Sibpur College Examination are eligible for Overseer Certificates. But the final 18 months' course of practical training, which leads up to the Foreman Mechanic's Certificate, and which is an integral part of the Overseer standard, was not until lately arranged for at Dacca. Steps have now been taken to remove this want by fully equipping the workshops. The original Survey School still exists in the shape of Amin and Survey classes. The number of pupils was 140 in 1901-02. Since its establishment as an Engineering School, the total has more than doubled. It amounted, in 1905-06, to 289 and, in 1906-07, to as much as 304. The majority of these students are Hindus; but the Muhammadans showed a perceptible rise during the latter end of the quinquennium. In 1904-05 their number was 18; in 1905-06 it increased to 27 and now it stands at 29. The number of Muhammadans would probably have increased faster had there been special stipends or concessions for them to join this institution. "If one or two appointments", observes the Head Master of the school, "were reserved in the Public Works Department or in the State Railways for the passed Muhammadan students of this school, and a few scholarships were sanctioned for them in the institution, I believe the number of Muhammadan students would gradually increase." The total receipts (including sale proceeds) of the Dacca School which amounted to Rs. 4,104 in 1901-02 increased, in 1905-06, to Rs. 6,837 and, in 1906-07, to Rs. 8,404. Expenditure increased during the same period from Rs. 16,358 and

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Rs. 36,941 to Rs. 37,639. This last figure was made up of Rs. 29,235 met from Provincial Revenues and Rs. 8,404 from fees, fines and other sources. Twenty-two students appeared, in 1906-07, for the Overseer Examination, and eleven passed. Of the 62 who appeared for the Sub-Overseer Examination, 41 are successful. In the Survey Final Examination, 35 passed out of 39 presented. In the first Aminship Examination, 77 appeared and 54 were successful. At the Survey Examination of Pleaders, which was held in February last year, 24 candidates appeared but only five passed. The poor results in the last case were due to the fact that the candidates did not get sufficient training before they sat at the examination.

Many of the passed students of the Survey Department have been serving in various capacities, as Sub-Deputies, Kanungos, Civil Court and Cadastral Amins, as well as under Indian zamindars. They are all highly spoken of by their superiors. In appointing surveyors, etc., in various departments, preference used to be generally given to the passed students of our survey department over those of other schools. Of late the posts of Civil Court Amins have been dispensed with, and their work is now done by the junior pleaders, who have passed the survey standard examination. The students have thus lost the chance of getting some very desirable appointments in Civil Courts. In former days a number of "F. A. plucked" boys used to take admission in the survey department of this school, but now, the door of entering into the Civil Courts having been practically closed, even "Entrance passed" boys do not come; and since, a fair knowledge of English is essentially necessary to discharge the duties of Surveyors and Kanungos, the passed boys of the schools are now not taken for these posts. The authorities are, therefore, obliged to appoint outsiders with nominal knowledge in surveying and to train them at an enormous cost. The Head Master suggests that Government should be moved to reserve every year two appointments for the passed students (with a good knowledge of English) of the survey department. This will, he thinks, have the effect of improving the status of the school.

An Artizan class was opened in the workshop of this school on the 15th January last. The class has been started at present with 15 artizans. Several stipends of the total value of Rs. 30 a month have been sanctioned by Government for the students of this class: three of the value of Rs. 5 each are awarded by the District Board of Dacca, and others by that of Mymensingh. The fitting shop seems to be the most popular of all, as, out of fifteen candidates, eight are working there. The rest are in the carpenter's and the moulding shops.

There is a large new hostel attached to the school, capable of holding 100 students, where rooms are provided rent free. Arrangements for messing, etc., are, however, made by the students themselves under the supervision of two teachers who live in the hostel.

The Ahsanullah School of Engineering has proved highly popular, and, already housed as it is in magnificent class-rooms and a commodious hostel which form part of the great group of buildings which will eventually comprise the Dacca College, it may be expected to have a brilliant future before it. Steps are being taken to add the course for the Foreman Mechanics' Certificate; and it is perhaps not too optimistic to look forward to the time when an Engineering Department will be superimposed.

"B" Classes.

186. In accordance with the recommendation of the Education Commission that "in the upper classes of high schools there be two divisions, one leading to the Entrance Examination of the University and the other of a more practical character intended to fit youths for commercial or non-literary pursuits," "B" classes were opened in five schools in Eastern Bengal for the first time in 1901.

There are now seven schools with "B" classes attached to them. Candidates, who have passed the annual examination of the 3rd class of any English high school, are eligible for admission. Practical work is done in the workshops attached to the local technical schools, with which these classes are all connected. The training lasts for two years, and success in the "B" class examination entitles the students of these classes to enter the second year class of the Sub-Overseer course. After a further period of instruction and after successfully passing the Sub-Overseer Examination, they are eligible for admission to the third year class of the Apprentice Department, either at Dacca or Sibpur. Four junior scholarships of the first grade, four of the second grade and eight of the third grade are allotted, on the result of competition, to "B" class students from the provinces of Bengal and Eastern Bengal and Assam, the scholarships being paid by the Governments concerned.

The number of students who attended these classes during the last five years was 467, and the number who passed the "B" final examination, was 86. Thirty-four boys secured "B" class final scholarships from all the schools.

"B" classes in the Dacca Division.

187. In the Dacca Division, in addition to the "B" classes worked in connexion with the school of Engineering at Dacca the Mymensingh and Barisal Zilla Schools have "B" classes attached to them, which were both first opened in 1901. At Mymensingh, there were 21 boys in the "B" classes on 31st March last, against 9 on the corresponding date in 1902, and, at Barisal, 35 against 38. The variation in the number of pupils attending these classes in the intervening period is shown in the following table :—

Year.	Mymensingh.	Barisal.
1901-1902	9	38
1902-1903	7	26
1903-1904	6	39
1904-1905	25	51
1905-1906	24	63
1906-1907	21	35

The fall in the number last year at Barisal is due, as noted subsequently, to the transfer of about 20 boys from the first year class to the newly opened first year Sub-Overseer class at the District Board Technical School. At Barisal all the boys reading in the "B" classes belonged to the zilla school, but at Mymensingh, the Mritunjoy, an unaided high English school, contributed 1, 6, 8, and 6 pupils respectively of the total during the last four years of the quinquennium. Of the 24 boys from Mymensingh and 65 from Barisal who appeared at the "B" final examination during the last five years, 13 of the former and 35 of the latter passed; while 26 (9 from Mymensingh and 17 from Barisal) secured scholarships.

"B" classes in the Rajshahi Division.

188. In the Rajshahi Division there are "B" classes attached to the zilla schools at Rangpur and Pabna and to the collegiate school at Rajshahi. The last was opened, in August 1906, with 16 pupils. A brief description of each of these institutions and the necessary statistics are given below :—

Year.	Pabna "B" Class.				Rangpur "B" Class.			
	Number appeared.	Number passed.	Number secured scholarships.	Expenditure.	Number appeared.	Number passed.	Number secured scholarships.	Expenditure.
1	2	3	4	5	6	7	8	9
1901-1902 ...	.....	.....	.....	...	.....	.....	.....	...
1902-1903 ...	8	3	1	641	5	2	1	....
1903-1904 ...	10	7	2	480	4	2	.....	...
1904-1905 ...	8	4	2	790	2	2	.....	102
1905-1906 ...	10	5	.....	547	.....	.....	.....	28
1906-1907 ...	7	4	1	862	3	3	1	...

Rangpur "B" Class.—This class was started in February 1901. There is no separate special staff maintained for it, the boys being taught by the masters of the zilla school and those of the Rangpur Technical School, which receives Rs. 22 from Government, a sum equal to half the fees levied from that class in the zilla school. During the quinquennium under review seven boys passed the school final examination out of fourteen who appeared, and two of them secured scholarships, one in 1902-03 and the other in 1906-07.

Pabna B class.—It was opened during 1901-02 with 24 pupils. This number rose to 50 in 1906-07. A science master is maintained on the staff specially for this class. During the last five years 23 passed the school final examination out of 43 sent up, and 13 secured scholarships.

"B" classes in the Chittagong Division.

189. In the Chittagong Division the only provision for the bifurcation of studies is that made in the "B" classes, attached to the Comilla zilla school, which were opened in 1901-02. There is a special teacher in the school for the teaching of science. The pupils of these classes have to pay a monthly fee of Re. 1 each in the

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zilla school for instruction in Modern English, Mathematics and Chemistry and a fee of Re. 1-8 each in the Comilla Elliot Artizan School for instruction in Surveying, Engineering, Practical Geometry and carpentry.

"B" classes were opened also in the Victoria Collegiate School at Comilla in 1903-04, but they have ceased to exist since 1905-06.

The number of pupils who received instruction in the "B" classes of the Comilla Zilla School and the result of the "B" class examinations for the last five years are shown below: —

Year.	Roll number in the 1st year class	Roll number in the 2nd year class	Total number of passes.
1	2	3	4
1902-1903	5	3	...
1903-1904	5	5	3
1904-1905	6	2	2
1905-1906	5	8	...
1906-1907	2	2	...

In the Victoria Collegiate School there were only five boys in the 2nd year "B" class in 1903-04, none of whom were sent up for the final examination. In 1904-05, only one candidate was sent up for the final examination and he came off successful.

Technical Schools.

190. Parallel with the first two years of the Dacca School of Engineering and led up to by the "B" classes, there are four schools, under District Boards in Eastern Bengal, which are affiliated, up to the Sub-Overseer or the Artizan standard of the Sibpur Engineering College. There are also two schools of similar character, but not yet affiliated, at Mymensingh and at Rampur Boalia. All these six schools contain also Amin classes and, in the case of Rampur Boalia, a sericulture and a weaving class. There were, during the period 1901-02 to 1906-07, 843 pupils in all these kinds of schools, of whom 126 passed the Sub-Overseer examination. The following is a brief account of these schools: —

I. The Kashi Kishore Technical School in the town of Mymensingh is an institution under the direct management of the District Board. It was first established in 1893 with the aid of a generous donation (Rs. 10,000 plus Rs. 2,000 per mensem, the latter being subsequently compounded by an additional gift of Rs. 15,000) from Rai Bahadur Jogendra Kishore Rai Chaudurí of Ramgopalpur. The pupils receive instruction in carpentry together, since last year, with the vernacular 3 "R's." During 1905-1906 a weaving class was also started under the impetus of the *swadeshi* movement; but it collapsed during the following year for want of students, as the higher caste Hindu boys, who joined, soon found the work distasteful. The number of boys on the rolls of this school on the 31st March last was 31 against 59 and 13 respectively on the corresponding dates in 1905-1906 and 1901-1902. The inclusion of the names of the "B" class students in the registers of this school from 1905-1906 of the 31 returned on the 31st March last, 21 were "B" class students) and the opening and subsequent abolition of the weaving class mentioned above (with its 21 boys) explains the variation in the strength of the school. The artizans proper numbered 13 in 1901-02 and 10 in 1906-07, the fall in the number being ascribed to the stipends being inadequate to maintain the boys in these times of rising prices. Two stipends of Rs. 4 each and four of Rs. 3, tenable at this school, are awarded by the District Board to deserving students. The Superintendent of the school, however, considers that the rate of stipends is too low to attract mofussil boys and that, to prevent a further fall in the numbers, the stipends should be raised. An examination of the senior artizans is held locally at the close of their two years' course. From 1901-02 to 1906-07, nineteen students appeared at this test, of whom fifteen passed. Acting on a suggestion of the Director of Public Instruction, the Superintendent has of late opened a register of the passed boys of this school. He reports that, of the fifteen passed students, four are under training in the Sibpur Engineering College in blacksmith's work, one will join that college soon, nine have taken to the profession of carpenter, and one only is unemployed. As an encouragement to these boys, two scholarships of Rs. 10 each, tenable for three years at the Sibpur Engineering College, are now awarded annually by the Board to the two best senior artizans of this school for supplementing their carpentry by learning blacksmith's work. The Inspector of Dacca suggests that the Dacca Engineering School having now been moved into

its new buildings, it would be preferable to make these scholarships tenable at Dacca. The total expenditure on this school during 1906-07 was Rs. 2,553 against Rs. 2,816 in the preceding year. This total includes the Government contribution of Rs. 960 towards the pay of the Superintendent for undertaking part of the tuition of the "B" class students. SPECIAL INSTRUCTION.

II. *The Barisal Technical School.* This school has two different sections, *viz.* the Sub-Overseer side (leading up to the Sub-Overseer Examination) and the Artizan side, where carpentry and blacksmith's work is taught. The number of pupils on the 31st March last was 50 (36 in the Sub-Overseer classes and 14 in the Artizan class) against 18 artizans on March 31st, 1906. The increase is accounted for partly by the fact that last year the new 2nd year Sub-Overseer class had not been formed by the date the returns were submitted, but it is chiefly due to the action of the District Board in starting, in complete disregard of Mr. Heaton's wishes and recommendation last year, a first year Overseer class, which led to about 20 boys of the "B" classes leaving the zilla school. By joining this class they evade the "B" class final examination. Such an action on the part of the Board suggests the desirability of more effective departmental control over these schools, or of some rule whereby "Entrance failed" candidates shall receive less encouragement to join the Sub-Overseer classes. The technical school fared badly last year at the Sub-Overseership Examination, all the four candidates having failed against four passes out of seven in 1905-1906. The zilla school, on the other hand, passed seven out of the eight candidates sent up for the "B" class examination against seven out of fourteen in the previous year. The total expenditure on this school during 1906-07 was Rs. 6,216, of which Rs. 4,359 was contributed by the District Board and Rs. 924 by Government towards the pay of the Superintendent for looking after the carpentry, etc., of the "B" class students. Corresponding figures for the previous years are not available as the accounts of the technical school were then amlagamated with those of the zilla school.

III. The Rangpur Bailey Govinda Lal Technical School, which is under the direct management of the District Board, is affiliated to the Sibpur Engineering College and has four departments—the Sub-Overseer, the Amin, the Artizan and the Agricultural. It has six teachers, including one carpenter teacher for the Artizan class and one blacksmith. The roll number, on the 31st March 1907, was 97, of whom 60 were Hindus, 33 Muhammadans and 4 Buddhists. Of the total number of students, about 25 were in the Sub-Overseer class, 44 in the Amin class, 10 in the Artizan class, 13 belonged to "B" classes of the Rangpur Zilla School and 3 were in the Agricultural class. Six competed at the Sub-Overseer Examination held at Dacca in 1906-07, of whom three came out successful, and seventeen competed at the Aminship Examination, all of whom came out successful. The institution receives a yearly subsidy of Rs. 960 from Provincial Revenues and Rs. 150 from Maharaja Govinda Lal's Estate. The District Board contributes annually to the extent of the deficit in receipts from other sources to defray the establishment charges. The total income from all sources amounted, in 1906-07, to Rs. 6,313. There is a boarding house attached to the school for Hindu students.

IV. The Pabna Technical School had 105 pupils on the rolls against 122 in the previous year. Of the total strength, 17 were Brahmins, 10 non-Brahmins, 15 Muhammadans and 3 native Christians. Of these, 47 resided in the attached hostel, 5 in the Muhammadan hostel, 35 in licensed messes and the rest with parents or guardians. The roll number included 50 students of the zilla school who attended the "B" classes. There are three departments in this schools, *viz*, the Sub-Overseer, the Amin and the Artizan. Fifteen out of twenty-two passed the Sub-Overseer Examination, twenty-six out of fourty-one the final Survey or the Aminship examination, and four out of eight the "B" class, or the school final examinination, in 1906-07. One artizan passed the final examination in 1906-07 in carpentry in the first division. The school is under the management of the Pabna District Board, but receives Rs. 600 annually from Government, exclusive of Rs. 840 paid for the "B" class students of the local zilla school. The deficit in receipts from all sources is met by the District Board which contributed Rs. 2,244 in 1906-07 to defray establishment charges which came up to Rs. 8,360.

V. The Diamond Jubilee Institution at Rampur Boalia is managed by the Rajshahi District Board. It has three departments, *viz.*, Sericultural, Weaving and Engineering. The Engineering department, which has three separate sections, *viz.*, Sub-Overseer class, Survey or Amin class and Artizan class, was opened in January 1905, but has not been affiliated to the Sibpur Engineering College. The management of the Sericultural department was taken over by Government in January 1907; it has a mulberry garden attached to it, and deals with mulberry cultivation, microscopic examination of seeds, and with detection and prevention of silkworm pests. The weaving

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department imparts training in reeling, weaving and bleaching of silk. A smithy was started during the year 1906-07, for the benefit of the Sub-Overseer class students to learn blacksmith's work. There was an Agricultural class also, but it was discontinued from June 1906. The school had, in 1906-07, 101 pupils on the rolls, distributed among the different departments, and consisting of 85 Hindus and 16 Muhammadans. Sixteen were in the Sub-Overseer department, 77 in the Surveying department, 3 in the Artizan department, while 5 were in the Sericultural department. Two out of four students passed the Sericultural examination, four out of five the Survey examination and seven out of nine were promoted to the 2nd year Sub-Overseer class after the annual test.

Two prizes of Rs. 100 each were awarded to a Hindu and a Muhammadan student for starting seed nurseries on an approved plan in their own houses. An expenditure of Rs. 1,760 was incurred from Provincial Revenues, Rs. 1,200 from the District Fund, Rs. 1,019 from fees during the year 1906-07, besides a sum of Rs. 1,958 which was realised from the sale proceeds of manufactured articles.

VI. The only school of this class in the Chittagong Division is the Elliot Artizan School at Comilla. This also is managed by the Board. It came into existence in 1892-93, and receives a yearly grant of Rs. 800 from the Department. The name indicates the origin of this and other similar schools, which, starting as artizan institutions for the sons of workmen, have gradually grown into elementary engineering schools for the middle classes. It has two departments, the Apprentice and the Artizan, both affiliated to the Sibpur Engineering College. In the Artizan department, the works of tinsmith, blacksmith and carpentry are taught. The Apprentice department teaches the course of the Sub-Overseer class. The number of pupils in the two departments and the expenditure for the last six years are given below :—

Year.	Number of pupils.		Amount of expenditure.
1	2		3
1901-02 ...	Artizan Class ...	19	Rs. 7,320
	Apprentice Department ...	27	
1902-03 ...	Artizan Class ...	22	7,863
	Apprentice Department ...	10	
1903-04 ...	Artizan Class ...	13	8,004
	Apprentice Department ...	36	
1904-05 ...	Artizan Class ...	23	9,058
	Apprentice Department ...	34	
1905-06 ...	Artizan Class ...	29	10,118
	Apprentice Department ...	39	
1906-07 ...	Artizan Class ...	28	8,969
	Apprentice Department ...	38	

The result of the examination of the Apprentice department for the last six years is given below :—

Year	Number of candidates sent up for the Sub-Overseer examination.	Number of passes.
1901-02	13	
1902-03	10	5
1903-04	30	7
1904-05	20	10
1905-06	16	10
1906-07	23	9

There were eight teachers on the staff of the institution at the close of 1906-07, including a science teacher who is a "B course" graduate and a special teacher for carpentry and metal work. Fees of Rs. 2 and Re. 1-8 are charged.

There are 11 stipends attached to the Artizan department varying in value from Rs. 3 to Rs. 4. These are paid from the District Funds. No fee is charged in the Artizan department. The full course in the artizan class generally extends over four years. But it has been found difficult to induce the pupils in the Artizan department, who generally come from the lower classes, to complete the full length of the course. This tendency may be checked if the boys be allowed a share of the profits of the workshop.

In addition to these, there is a small survey school at Silchar for the training of Patwaris. Twenty-three pupils were trained in it in 1906-07.

Industrial Institutions.

191. Turning now to those institutions which may more properly be termed "Industrial" we have the artizan classes, already, for the sake of convenience, described under the schools to which they belong; the sericulture classes, etc., at Rampur Boalia; the apprenticeships held in the railway workshops at Pahartoli near Chittagong and in Assam; a weaving school at Malda and a private school for teaching weaving, tinning, jewellery, etc., in Chittagong. It is a remarkable fact that there is no technical or artizan school in Assam now, the one at Dibrugarh having been abolished in 1905.

Pahartoli.

192. Apprentices and artizans are received in the workshops of the Assam Bengal Railway at Pahartoli near Chittagong under the same scheme and are classed together. If, during the first six months (the unpaid term of probation), a lad does not appear smart enough, he is generally put on a machine tender, and is not admitted to the fitting and turning shop.

The period of apprenticeship varies, five years being the maximum. No educational qualifications are required for admission nor are any limits of age laid down. A lad, on becoming proficient in one shop, is moved to another and care is taken that he has, as far as possible, a good all-round practical training. There is, however, no provision for training in theory, the apprentices being chiefly lads who do not understand English sufficiently well to follow lectures in that language.

After a short probationary period of six months, the apprentices are placed upon the pay rolls and are paid at a rate varying from four to eight annas per day. In order to enable them to complete their training, a sum of Re. 1 is withheld monthly from their pay until the course is finished, when the sum standing to their credit is made over to them. If they leave before the end of their apprenticeship, they forfeit the amount. There are also two scholarships of Rs. 7-8 each, awarded to the students of the Victoria Technical Institute, Chittagong, by the District Board of Chittagong, which are tenable at these workshops.

Eighty-one lads are being trained under the scheme.

Assam.

193. In Assam, apprenticeships are given for the training of youths as carpenters and blacksmiths, tenable at the Dibrugarh, Jorhat and Tezpur Railway workshops. The measures that were adopted formerly for this purpose not having proved satisfactory, a new scheme was elaborated in 1904. The following are now the rules for the grant of these apprenticeships:—

(1) Only such youths are selected for apprenticeships as can be expected to take to working with their hands. A trial is given to members of such races as the Khasi, the Garo, and the Kachari.

(2) To be eligible for apprenticeship, a youth (i) must belong to a family which is resident in Assam, (ii) must be able to read and write the vernacular and must possess some familiarity with the first four rules of Arithmetic, and (iii) must not be less than 15 and more than 18 years of age.

(3) The period of apprenticeship is three years, with a fourth year added, if necessary, for qualification.

(4) The monthly stipends are, during the three years of the course, Rs. 6, Rs. 7 and Rs. 8, respectively. In Dibrugarh an extra rupee is given. If the apprenticeship is extended for a fourth year, the stipend is paid at the same rate as during the third year.

(5) No indenture bonds are taken. But any apprentice, whose work or behaviour is unsatisfactory, is liable to dismissal.

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(6) The object being to turn out good general carpenters or blacksmiths, apprentices in railway workshops are not permitted to join the fitter's shop. They must join either the carpenter's or the blacksmith's shop, and their employment in the fitter's shop is limited to a period of six months at the beginning of the third year of their service.

(7) Qualifications are certified by the Executive Engineer of the division after practically testing proficiency in carpentry or blacksmith's work.

(8) Apprentices in railway workshops, who have not their homes in the place of apprenticeship, must live in a boarding house, which has been constructed by Government in the vicinity of the workshop. A member of the workshop staff exercises a general supervision over the boarding house, and is allowed a monthly fee of Re. 1 per apprentice.

(9) A grant of Rs. 25 is made to each apprentice who secures a certificate of qualification, in order to assist him in the purchase of tools.

Instruction in drawing forms an essential feature of the course. At Tezpur and Jorhat, the railway workshop authorities have kindly undertaken to arrange for having the apprentices taught drawing by a member of their staff. Apprentices in the Dibrugarh workshop receive lessons in drawing from a subordinate in the Executive Engineer's office. The instructor is, in all cases, allowed a fee of Rs. 2 per mensem for each pupil.

To encourage attention to the apprentices by the workshop staff, a bonus of Rs. 100 is paid to the workshop authorities on the satisfactory completion of the course of each apprentice.

The total number of apprenticeships which may be held in railway workshops at any one time under these rules is :—

Dibrugarh Railway workshop	6
Tezpur Railway ,, ...	4
Jorhat ... ,, ...	5
Total	15

In addition to the above, three apprenticeships are tenable in the workshops of such private artizans as may be selected as possessing special skill. These apprenticeships are allotted and held under arrangements, which, so far as may be, generally conform to those described above, and include provision for the teaching of drawing. An apprenticeship in a private workshop held at Shillong carries an allowance at the Dibrugarh rates.

Of the amount annually expended, Rs. 2,400 is drawn from the income of the "Williamson" endowment, and the apprenticeships are known as "Williamson apprenticeships." Having regard to the terms of this endowment, and to the proportion of the total expenditure which is charged to it, out of every five youths who are apprenticed, four should belong to families resident in the Assam Valley or the Hill Districts.

The following note has been submitted by the Public Works Department on the working of this scheme during the three years ending the 31st of March, 1907 :—

The scheme formulated in the Chief Commissioner's Resolution No. 4551G., dated the 19th May 1904, revising the rules of imparting technical education to Assamese youths, especially in carpentry and blacksmith's work, was brought into effect the same year. The number of apprentices trained in the various railway workshops and under private craftsmen since its existence are shown in the following table :—

Names of Workshops and Private Craftsmen.	Number of pupils trained in			Sanctioned number.	Remarks.
	1904-1905.	1905-1906.	1906-1907.		
Dibru-Sadiya Railway	3	3	5	6	Two lads were admitted in 1905-06 but left.
Tezpur-Balipara	2	4	2	4	
Jorhat State Railway	2	5	5	5	
Under private Craftsmen.					
Ahung Chinaman and Bishnu Charan, Public Works Department carpenter, Shillong.	1	2	1	3	Under special order one additional pupil was apprenticed under Ahung Chinaman, but left his training unfinished.
Eda Punjabi, Gauhati	1	1	1		
Messrs. Ede Brothers, Silchar ...	1	1	1		
Total	10	16	15	18	

The cost of training these pupils in each of these years was Rs. 1,658, Rs. 1,108-9-7, and Rs. 1,403-5-2, respectively.

Dibru-Sadiya Railway.

Three apprentices have undergone the prescribed 3 years training in the blacksmith's shop but their progress has not been very satisfactory owing to their irregular attendance and, in many cases, inattention to their work.

Two more apprentices were admitted in the carpenter's shop during 1906-07, and are continuing their training.

Tezpur-Balipara Railway.

Two apprentices have been under training for the last three years in carpenter's work and can do any ordinary carpentry; but neither of them has the special qualifications needed to make a highly skilled artificer. Their progress in drawing has not been very satisfactory. They are now in the fitter's shop and making good progress.

Jorhat State Railway.

Two apprentices have undergone the prescribed three years training in the workshop. Three more apprentices were appointed in 1905-06. All the five lads, the full number sanctioned for this Railway, are being trained in blacksmith's as well as in carpenter's work.

Private Craftsmen.

Three apprentices are being trained under private craftsmen All of these apprentices are learning carpentry and making fair progress. Two of them are receiving instruction in elementary drawing from the draftsmen of the Executive Engineer's office at Shillong and Silchar.

General.

Proposals have been received for extending the ordinary period of tuition in order to turn out really skillful craftsmen; and these are under the consideration of the Local Government.

194. The District Board of Malda started a small weaving school for weaving and dyeing towards the close of the year 1905-06. Detailed information with regard to this school has not been supplied, but it is reported to be doing well.

Malda Weaving School.

195. The Victoria Technical Institute was started in 1904 and is managed by a committee of 14 members with the District Magistrate as President. Carpentry, weaving, goldsmith and tinsmith's work are taught there. The number of pupils, who received instruction in this school in 1904-05 was 83; it declined to 44 in 1905-06; in 1906-07 it came down to 26. The amount of expenditure on the school was in 1904-05 Rs. 360, in 1905-06, Rs. 72 and in 1906-07, Rs. 720. The school has had a struggle for existence, but its stability has been ensured by the recent sanction of a monthly grant from Government.

The Victoria Technical Institute, Chittagong.

D.—COMMERCIAL SCHOOLS.

196. Commercial education cannot be said to have made much progress in this province. "C" classes have been opened in the Dacca School of Engineering and in the Pabna Zilla School, but the latter attracted only five pupils in 1905-06 and two in 1906-07. The qualifications for admission are the same as in the case of "B" classes. The course extends over two years and the curriculum consists of Mathematics up to the Entrance standard, modern English, History and Geography as in the Entrance standard, Précis writing and Drafting, Drawing and Practical Geometry, Elementary Chemistry and Physics, Elementary Practical Mechanics and Mensuration. After passing the final examination, students are entitled to join the special class opened for them in the Presidency College, Calcutta, where, after studying for a further period of two years, they are fully competent to take up a commercial career. One junior scholarship is awarded to a student passing the school examination of this standard from this province.

"C" Classes.

SPECIAL INSTRUCTION.

Commercial Schools.

197. Besides these, there are three private unaided commercial schools in Dacca charging moderately high fees and teaching shorthand, typing and commercial arithmetic. They are doing useful work, but the Director considers that they would do better to raise their standard of qualification for admission.

Art Schools.

198. There are also two unaided Art Schools at Dacca, teaching photography, painting and drawing. They were attended, in 1906-07, by 54 students.

E.—Schools for the study of Oriental classics.

Appendix Tables XCI–XCIV.

Organisation.

199. Schools for the study of Oriental classical languages may be divided into (i) public, (ii) private. Under (i) would come such tols, madrassas and muktabs as conform to Departmental standards, while under (ii) come such of these institutions as do not follow any prescribed standard. Madrassas and maktabs, which fall under head (i), will be treated in Chapter X, and institutions under head (ii) in Chapter XI—Private Institutions. We will confine ourselves to Sanskrit tols only in this chapter.

Tols.

200. These institutions are the lineal descendants of the *Asrams* of old, maintained by the *Rishis* for the dissemination of knowledge for its own sake. The tols still keep up the old tradition of not charging any fees from their pupils, and the *Adhyapak* is even expected to arrange for their free board and lodging. They depend primarily upon public charity for their maintenance. The only pecuniary benefit the *Adhyapak* derives from them is the special claim this profession gives him for *Nimantrans* (invitations) at *Sradhas* and other religious ceremonies of the Hindus, and a *Vidaya* (ceremonial gift) at a higher rate, to which a scanty allowance from District or Municipal Funds and a small stipend from Provincial Revenues, if he can successfully pass candidates through the Departmental examinations, has been added within the last ten years.

Several branches of Sanskrit learning are taught in these tols; but few tol pandits take up more than one or two subjects in any one session. The subjects generally taught are *Vyakaran* (Grammar), *Kabya* (Literature), *Darsan* (Philosophy), and *Alankar* (Rhetoric). The method followed is antiquated, the learners being required to learn everything by rote—the *Sutras* as well as the commentaries.

There is thus no systematic organisation of Sanskrit instruction in this province; but the establishment in July 1904 of an institution at Rajshahi, with an endowment of Rs. 1,780 a year made by Rani Hemanta Kumari Debi of Puthia, will perhaps give an impetus towards this direction. Pupils of this college go up for the Sanskrit First, Second and Title examinations prescribed by Government and held under the supervision of the Principal, Sanskrit College, Calcutta. The staff consists of a professor of Sanskrit Philosophy (Nyaya Vedanta), a Professor of Smriti (Hindu law) and a professor of Sanskrit literature (Kavya). The number on the rolls was in 1904, 32, in 1905, 43 and in 1906, 29. Eleven candidates appeared at the First Sanskrit examination during the last year and five passed, while, out of twelve who appeared at the Second Sanskrit examination, only two passed. There are ten stipends of the monthly value of Rs. 4. The expenditure amounted, in 1906-07, to Rs. 2,445.

Statistics.

201. Appendix Table XCI (*a*) gives the statistics of these schools for the last six years. In 1896-97 these institutions were not returned as public schools. They were included under this head for the first time during the period 1897-02 with the introduction of Sanskrit examinations under the supervision of the Principal of the Sanskrit College, Calcutta, on the results of which stipends from the Provincial Revenues began to be awarded. The scheme, which was fairly popular in the beginning, seems to have lost favour with the pandits,—a fact which is proved by the small increase—from 88 to 94— in the number of aided tols during the last five years, and a disproportionate rise in the number of unaided tols from 110 to 162. Taking the aided and the unaided tols together, their number increased from 198 to 256 and the pupils attending them from 2,780 to 3,702. The total expenditure returned in 1906-1907 is Rs. 36,570 against Rs. 18,554 in 1901-1902, but, as few pandits keep proper accounts, very little reliance can be placed on these figures.

Grants-in-aid.

202. The grants-in-aid to tols are given from the Provincial, the District and the Municipal Funds, and are governed, in both portions of the province, by the same rules as those for the madrassas. These have been detailed in Chapter X. The rate does not ordinarily exceed Rs. 10 a month. One tol at Rangpur, however, receives as much as Rs. 50 a month from the District Fund and another Rs. 25 a month.

Examinations.

203. There are two grades of examinations for tols, *viz.*, the First and Second examinations, and the Title conferring examination all conducted by the Principal of the Sanskrit College The number of candidates who passed the First and Second examinations was, in 1901-02, 160, and, in 1906-07, 343. Only nineteen are reported to have passed the Title conferring examination in 1906-07 against two in 1901-02. But probably others likewise passed, the fact not having been fully reported.

Stipends and Scholarships.

204. In the Dacca Division five stipends each of Rs. 2 per month, tenable for two years, for the Sanskrit First examination, and five stipends, 3 of Rs. 3 and 2 of Rs. 4 per month tenable for two years, for the Second examination, were awarded to tol students in 1906-07. In the Chittagong Division seven such stipends were awarded during that year. The figures for 1901-02 for Title examinations are not available.

CHAPTER IX.

FEMALE EDUCATION.

(See Tables XCIV—CXI.)

FEMALE EDUCATION.

Introductory.

207. All efforts to promote female education have hitherto encountered peculiar difficulties. These difficulties arise chiefly from the customs of the people themselves. The material considerations, which have formed a contributing factor in the spread of boys' schools, are inoperative in the case of girls. The natural and laudable desire for education as an end in itself, which is evinced by the upper and middle classes as regards their sons, is no match for the conservative instincts of the Muhammadans, the system of early marriage among the Hindus and the rigid seclusion of women which is a characteristic of both. These causes prevent any but the most elementary education from being given to girls. The lack of trained female teachers and the alleged unsuitability of the curriculum, which is asserted to have been framed more with a view to the requirements of boys than those of girls, form subsidiary reasons or excuses against more rapid progress. To these difficulties may be added the belief, perhaps more widely felt than expressed, that the general education of women means a social revolution, the extent of which cannot be foreseen. "Indian gentlemen," it has been well said, "may thoroughly allow that when the process has been completed, the nation will rise in intelligence, in character, and in all the graces of life. But they are none the less apprehensive that while the process of education is going on; while the lessons of emancipation are being learnt and stability has not yet been reached; while, in short, society is slowly struggling to adjust itself to the new conditions; the period of transition will be marked by the loosening of social ties, the upheaval of customary ways, and by prolonged and severe domestic embarrassment". There is, it is true, an advanced section of the community that is entirely out of sympathy with this view. In abandoning child-marriage they have got rid of the chief obstacle to female education; and it is among them, consequently, that female education has made proportionately the greatest progess in quantity and still more in quality. But outside this small and well-marked class, the demand for female education is much less active and spontaneous. Girls' schools are no doubt being established all over the country in steadily, if not rapidly, increasing numbers; and the increase in attendance goes on at a still greater rate. But the figures returned for the last ten years enable us to supply an accurate test of the nature and extent of the demand. They show that, out of every hundred girls of a school-going age, no more than 1·9 girls in 1901-02 and 3·5 in 1906-07 were at school. They show, further, that, out of every hundred that were in school, only ·9 in the former year and ·7 in the latter had advanced beyond the primary standard, while nearly 99·1 and 99·3 were in that rudimentary stage in which even the simplest primer is frequently not read. And if the class referred to above, among whom there is a real desire for education, be separated, the percentage of those in the secondary stage will be reduced still further. In fact, the people at large encourage or tolerate the education of their girls only up to an age and up to a standard at which it can do little good, or according to their point of view, little harm. There is, however, another aspect of the case which cannot be overlooked and which will, indeed, intrude itself in the course of the following paragraphs. The total expenditure, direct and indirect, from public funds upon female education forms 3·7 per cent., and the direct expenditure 7·2 per cent., of the whole expenditure from these sources upon education. It may be fairly asked whether the State has sufficiently emphasised its approval of such efforts as are being made, by the generous allocation of money to be used expressly and solely for their furtherance. Training facilities and special inspecting agencies are totally lacking; the spread of education, of however low a standard, of however superficial a nature, may reasonably be expected (as the figures of the next paragraph suggest) to follow the ear-marking of funds for this purpose.

General Summary.

206. Institutions for girls increased during the quinquennium from 1,433 to 2,807, of which 15 were State, 121 Board, 2,308 aided and 363 unaided schools. State schools have increased by 14, aided schools by 1,386, and unaided schools by 4, while schools managed by Boards have decreased by 31. The enrolment in these institutions has risen from 25,136 to 52,683, the attendance from 17,799 to 38,437, and the average strength from 17·5 to 18·7. These figures, however, do not represent the total number of girls under instruction, for girls are taught also in boys' schools and boys attend girls' schools. Adding the former and deducting the latter, the total number is found to be 70,867,

against 42,153 in 1896-97 and 40,830 in 1901-02, while, if we take into consideration the number of girls reading in private institutions, the number rises to 79,348 against 46,525 in 1901-02. And this improvement was not confined to one sect alone but was distributed over all sections of the community. Among the native Christians the increase was from 1,344 in 1896-97 and 1,294 in 1901-02 to 1,706 in 1906-07. Among the Hindus it was from 19,497 and 17,888 to 33,841, while among the Muhammadans it was from 6,404 and 5,564 to no less than 16,468. Progress was, therefore, general, but the Muhammadans have advanced much faster than the rest. This somewhat remarkable increase suggests the existence of special causes at work. It is, in fact, explained to a very large extent by the increased allotments that have been made for the development of primary schools, by the changes that have been made in the system of granting aids, and by the efforts that have been made to induce the madrassas and maktabs to conform to departmental standards.

Girls in Colleges and Special Schools.

207. There are no colleges for girls in this province. Those girls who pass the Entrance Examination from Eastern Bengal or Assam go, as a rule, to the Bethune College, Calcutta, for their collegiate course.

There were, at the end of 1906-07, 403 girls in special schools, of whom five belonged to medical schools, one to the Phonetic school at Dacca, and 397 to madrassas, maktabs and "other special" schools. There were no girls in art schools in the previous quinquennium. The number of girls in medical schools remained unaltered, but that in "other special" schools showed an increase of 393.

Secondary Schools.

208. As in the previous quinquennium, the only State high school for girls in the province was the Eden Female High School at Dacca, the roll number of which increased from 110 to 152. There were no aided high schools in 1901-1902, but, in 1906-1907, two have been returned under this head, *viz.*, the Alexander girls' school at Mymensingh and Dr. Kastagir's girls' school at Chittagong. The former, which was previously a middle vernacular school and was raised to the status of a high school in 1904, contained, on the 31st March 1907, 134 girls, while the latter, which was started during the quinquennium, contained 68. In 1901-1902 there was only one middle English school in the province. It was unaided. In 1906-1907 there were three, one of which was a State school, while the other two were aided. The number of pupils attending them increased from 135 to 353.

The number of middle vernacular schools declined from 14 to 12, owing to the abolition of one unaided school in the Assam Valley and the reduction of one aided school in the Rajshahi Division to the upper primary status, but the enrolment increased from 733 to 824. No school of this class was maintained by the State in 1901-1902 or 1906-1907, and one was brought under the control of the Board for the first time during the quinquennium. As for the rest, ten were aided schools and one was unaided against twelve and two, respectively.

Pupils in Secondary Schools.

209. Pupils in secondary schools increased from 599 in 1896-97 and 978 in 1901-02 to 1,503 in 1906-07. This last total was divided by stages as follows:— high stage, 37; middle stage, 75; upper primary stage, 182: and the lower primary stage, 1,209. Pupils in the high stage decreased by 6 in 1901-02 but increased again by 26 during the quinquennium. In other stages the progress was more steady. In the middle stage the increase at the end of 1901-02 was 23 and, at the end of 1906-07, 21; in the upper primary stage it was 43 and 74, while in the lower primary stage it was 319 and 404. It should be observed that the great majority of pupils reading in the secondary schools for girls belong to the primary stage. Excluding these, the total number in the secondary stage amounted to only 112 against 48 in 1896-97 and 65 in 1901-02. These figures clearly indicate that secondary education has made little or no progress among Indian girls and sufficiently illustrate the inherent difficulty that has to be combated—the early removal of girls from schools before they have more than a mere infant class education.

Of the pupils in secondary schools for girls during 1906-07, 1,156 were Hindus, 48 Muhammadans, 266 native Christians and 33 belonged to other races. The Hindus increased between the years 1896-97 to 1901-02 by 225 and during the quinquennium under review by 433; the Muhammadans increased during the same period by 14 and 22, the native Christians, etc., increased by 118 and 61, while the other sects increased by 22 and 9. The following table shows their distribution in secondary schools:—

FEMALE EDUCATION.

	1896-1897.		1901-1902.		1906-1907.	
	Secondary.		Secondary.		Secondary.	
	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.
Hindus	96·1	79·6	44·1	83·9	72·3	80·7
Muhammadans	...	2·6	...	3·6	1·3	4·7
Native Christians	3·9	17·4	47·8	12·0	22·5	13·8
Others	...	·4	8·1	·5	3·9	·8
	100	100	100	100	100	100

The main points to note are that in middle vernacular schools native Christians have decreased within the last ten years, Hindus and other sects have remained practically stationary, and Muhammadans have steadily increased. In middle English schools it is noticeable that Hindus have considerably recovered the loss they suffered in the previous quinquennium, but the most striking features are the important position which native Christians have come to occupy since 1896-1897, — a result due entirely to the efforts of the Welsh Mission in the Khasi Hills, and the appearance of Muhammadans.

Expenditure.

210. Expenditure on secondary schools for girls amounted, in 1901-02, to Rs. 17,986 and, in 1906-07, to Rs. 31,608. Of the last total, Rs. 17,229 was contributed by Provincial Revenues, Rs. 4,765 by Local and Municipal funds, Rs. 2,186 by fees and Rs. 7,428 from other sources. Expenditure from Provincial Revenues increased by Rs. 10,534, from Local and Municipal Funds by Rs. 259, from fees by Rs. 947, and from other sources by Rs. 882.

Primary schools.

211. It has been already noticed that the great majority of girls do not carry their schooling beyond the elementary stages. The progress of female education in this province, as in others, has therefore, to be measured by the progress of primary schools. Judged by this standard, the advance has been great. Schools have increased from 1,417 to 2,789 or by 96·1 per cent. Pupils in them have increased at a still more rapid rate from 24,158 to 51,180 or by 111·8 per cent. The average strength has increased from 17 to 18; while the total number of girls under instruction in primary schools of all classes has nearly doubled, being 39,642 in 1901-02 and 68,806 in 1906-07. There is no reason to be dissatisfied with the record. But it is to be remembered that the total numbers and the standard of instruction remain alike disappointingly low.

Of the total number of schools in 1906-07, thirteen were managed by Government, 120 by the Boards and one by a Native State; while 2,295 were aided, and 360 were unaided. Board schools have decreased by 20·5 per cent., but their pupils have risen by 26·3 per cent.; unaided schools have increased by 40·7 per cent., but their pupils have declined by 1·3 per cent.; aided schools, on the other hand, show a remarkable improvement both in number (152·2 per cent.) and strength (163·3 per cent.). Here probably we see the result of the increased allotment and of the more equitable distribution of grants-in-aid. The thirteen Government schools are the model primary schools which have been established in different parts of the country during the quinquennium. There are eight other schools of this class which are supported by the District Boards. The working of these schools is reported to be satisfactory and an increase in their number is highly desirable.

The following table shows the distribution of the pupils in primary schools according to race or creed:—

Primary schools.

Race or religion.	1896-1897.	1901-1902.	1906-1907.
Hindus	70·0	71·1	[illegible]0
Muhammadans	23·6	22·9	3[illegible]·0
Native Christians	4·6	4·5	2·8
Others	1·8	1·5	1·2
	100	100	100

The general result is that the Hindus, native Christians and other sects have declined, but Muhammadans show a most satisfactory increase. Secularisation of the maktabs and madrassas has probably led to this result.

212. Expenditure on primary schools increased during the quinquennium from Rs. 54,911 to Rs. 94,552, of which Provincial Revenues contributed Rs. 14,939, Local and Municipal Funds Rs. 58,164, fees Rs. 2,975, and other sources Rs. 18,474. The expenditure from Provincial Funds increased by Rs. 6,438, from Local and Municipal Funds by Rs. 31,018, from fees by Rs. 279 and from other sources by Rs. 1,906. The large increase in expenditure from Local and Municipal Funds is specially noticeable. This was due to the increased allotments made, during the quinquennium, to these bodies by Government for the expansion of primary education.

Expenditure.

The average annual cost of maintaining a primary girls' school was Rs. 33·9 in 1906-07, against a little over Rs. 37 in 1901-02, and of educating each pupil about Re. 1·8, against about Rs. 2·2. The smallness of the cost is due to the fact that the Guru frequently teaches the boys' school also, receiving his regular pay for that work, and a small allowance for the instruction of the girls' school.

The average annual cost of maintaining a primary girls' school from Public Funds was Rs. 26·2, from private funds Rs. 7·7, and from both together Rs. 33·9, against Rs. 24·6, Rs. 13·3 and Rs. 37·9, respectively, in 1901-1902. The average cost of educating each pupil from the same sources was Re. 1·4, Re. ·4, and Re. 1·8 in one year, and Rs. 1·4, Re. 1·8, Re. ·8, and Rs. 2·2 in the other.

213. In some districts prizes of ornaments, fancy articles and books are occasionally given to deserving girls in primary and secondary schools. But the most important concession, which these schools enjoy, consists in the special treatment which is accorded to them in the matter of grants-in-aid.

Special features.

214. With a view to encourage female education, grants of the following kinds are made from public funds :—

Grant-in-aid.

(1) Grants-in-aid from Provincial Revenues.

(2) Primary grants through the Department for schools in non-Board areas.

(3) Grants to model primary schools out of the Imperial allotment of 1902-1903.

(4) Fixed stipends from District and Municipal Funds.

(5) Subsistence and further allowance from local funds.

The same general principles are observed in giving aid to girls' as to boys' schools, with these important exceptions that grants are made for contingencies, and the payment of fees is neither compulsory nor insisted upon.

215. In Eastern Bengal, the curricula in all schools for girls, middle and primary have materially changed in consequence of the new scheme of vernacular education. They are now practically the same as those for boys, but variations are allowed, to suit the requirements of girls. Thus, needlework takes, in their case, the place of agriculture or science and geometry for boys, but manual training may be taught in its place in mixed schools which have no facilities for teaching needlework. In the reading books for girls, lessons on domestic economy are substituted for the lessons on hygiene contained in the boys' books. Drawing and calisthenics have at the same time been introduced. Calisthenics have not, however, found much favour, and are still confined to the few schools under the management of missionary bodies.

Changes in curricula.

In Assam also, similar alterations have been made. Special attention is given in the lower primary schools to needlework, while lessons on cookery and domestic economy are, if possible, included in the reading subjects. Sanitary science, which was compulsory before, has been replaced by geography and history and, in schools where drawing can be taught, its practice is recommended. In standards above the lower primary, however, the curriculum generally follows that prescribed for boys.

216. The Education Commission recommended that mixed schools for boys and girls, other than infant schools, should not be encouraged as being unsuited to the conditions of the country. For adult girls, or those above the age of 10 or 11, it is not questioned that separate schools are necessary, but the fact that the number of girls in boys' schools has increased from 16,428 in 1901-02 to 19,413 in 1906-07 seems to indicate that the presence in those schools of girls below that age does no great violence to Indian feeling in this province and would seem to justify further, though tentative, efforts in this direction. Mixed schools have no doubt some disadvantages. They entrust the education of a large number of girls to male teachers : they do not provide the most appropriate education for girls, but they afford, in many cases, the only opportunity which a girl has for getting any

Mixed Schools.

FEMALE EDUCATION.

education at all and on this ground alone, if not on any other, they deserve, at the present stage of female education, every encouragement. But they have other recognised advantages. They discourage the artificial sentiment in favour of the separation of sexes which in the wider domain of social life is generally condemned, while, by virtue of the spirit of emulation between the boys and girls which they engender, they stimulate the progress of both. Mixed schools must, therefore, be welcomed wherever and whenever possible, and encouraged, if need be, by the offer of special treatment to girls as regards certain details of the curriculum and like measures.

Zenana Education.

217. We have seen that higher education has made little or no progress among the women of this province. This is probably the inevitable result of the custom which withdraws a girl from school, and secludes her from the rest of the world, before she has attained her teens. However much we may condemn the system, it will be foolish to expect a sudden or a startling change in the near future. In the meanwhile, some plan is needed for conveying instruction to those who cannot leave their homes to seek for it and for promoting further the teaching which may have been started in school. An attempt was made in this direction during the quinquennium by the establishment of home classes conducted by zenana agencies.

In the Dacca Division, in accordance with the scheme for zenana education sanctioned by the Government of Bengal, a zenana class for Muhammadan *pardanashin* ladies was opened at Ulania in Bakarganj in 1903-04 at an annual cost of Rs. 360, met from Provincial Revenues. It had ten ladies under instruction on the 31st of March last against twelve in the previous year. Under a similar scheme sanctioned by the Government of Eastern Bengal and Assam, two governesses, one a Muhammadan and the other a Brahmo, have been appointed since March 1907 for the instruction of zenana ladies among the Muhammadan and the Hindu communities in the town of Dacca, and were paid each Rs. 50 a-month and Rs. 25 as fixed conveyance allowance. Twenty-one Hindu and seventeen Muhammadan females were on the rolls of these classes at the end of the quinquennium. The Hindu classes appear to have done good work; but the success of the Muhammadan classes is still doubtful owing, it is reported, to the incompetence of the Muhammadan teachers.

In the Chittagong Division, the only provision for such education is that made in Noakhali, where the experiment is being tried since January 1904. The classes sit from 12 A.M. to 4 P.M. and were attended by 105 (98 Hindus and 7 Muhammadans) girls against 60 in 1904. The subjects taught were the same as those prescribed by the Department for girls attending ordinary girls' schools. In addition they learn knitting and sewing. The experiment in this division was promising and cost Rs. 360 a year. There is no zenana education in the other divisions.

The experiment was thus distinctly hopeful in the case of Hindus, and, in the case of Muhammadans, not altogether hopeless. The provision of a staff of trained teachers and the appointment of one or two Inspectresses to guide and encourage these classes will probably lead to still better results. At the same time, arguments are not wanting against this system. It is suggested in Dr. Chatterji's monograph and is asserted by some Indian gentlemen (and in cases like this, where statistics are either wanting or untrustworthy, such assertions must be largely accepted), that home education among women of the higher castes is far more widely spread than is generally supposed and that any system of zenana instruction is superfluous. The policy of encouraging seclusion may also be questioned; a great extension of such a system might re-act adversely upon schools. The system can be thoroughly beneficial only when carried out by the most enlightened agency which will not stop short at the imparting of the mere rudiments or forms of knowledge, but will proceed to the inculcation of higher social ideals and a wider conception of the duties of the sex. And it can be successful only when popular sentiment sanctions such a course.

Expenditure on Girls' Schools.

218. The total expenditure on girls' schools, primary and secondary, was Rs. 1,26,160 in 1906-07 against Rs. 72,897 in 1901-02, thus showing a large increase of Rs. 53,263 or 73·8 per cent. Towards this increase, Rs. 16,972 has been contributed from Provincial Revenues, Rs. 31,277 from Local and Municipal funds, Rs. 1,226 from schooling fees and Rs. 3,788 from subscriptions and other sources. The increase in expenditure from Provincial and Local and Municipal Funds is again noticeable and was due to the reasons which have already been indicated. Altogether 64·2 per cent. of the cost of maintaining girls schools was paid from public funds in 1901-02 and 75·3 per cent. in 1906-07. The

general proportion for primary and secondary schools of all classes was 34·2 in the one year and 43·5 respectively in the other. The explanation of this difference lies, as might be expected, in the fact that aid is given to girls' schools on a more liberal and larger scale than to boys' schools.

Examination results.

219. In 1906-07, three girls passed the Entrance Examination, one the middle English, thirteen the middle vernacular standard, 9 the upper primary standard, 448 the lower primary standard, and 34 other special examinations. Considering the number of candidates (755), the results are very fair.

Scholarships.

220. Eastern Bengal offers no special State scholarships for girls. Girls compete with boys for the ordinary allotted scholarships. But some districts have created special scholarships for them.

Assam offers eight special lower primary scholarships from the Provincial Funds, five special upper primary scholarships and three special middle scholarships.

During the last year of the quinquennium, 31 scholarships of various grades were held throughout the province by girls, *viz.*, one junior, five middle, four upper primary and 21 lower primary.

Monograph.

221. The following short note by Dr. P. Chatterjee, Inspector of Rajshahi, now on special duty, regarding progress and further development is appended :—

It is satisfactory to notice that female education in Eastern Bengal and Assam is making progreser. The Director of Public Instruction in his report for 1905-06 noticed that the girls' schools in this province increased from 2,475 to 2,571 or by nearly 4 per cent.; pupils from 43,936 to 46,820 or by nearly 6·6 per cent. Progress has also been shown in the reports of Inspectors during the last quinquennium. In the Chittagong Division the number of girls' schools increased from 481 to 977 and their attendance from 8,475 to 17,104 or more than double. Statistical accounts showed that in the Dacca Division there was a great falling off in 1904-05, but since then there has been a steady rise. In the Rajshahi Division the total number of girls advanced from 7,371 to 11,980.

The advancement is not to be judged merely from the statistical returns. Many Hindu girls receive education at home of which the educational officers can take no notice. There is hardly any respectable Hindu household where the girls have not received some amount of education. This, however, cannot be said with confidence about Muhammadan households.

The difficulties attending female education in Bengal have been repeatedly pointed out. Besides those arising from customs there is one arising from the Hindu conception of household happiness. A literary woman is generally supposed to be negligent of household duties. This conception arises more from a theoretical consideration of things than from practical experiences; and as such experiences will increase the theory is expected to be dissipated.

The practical means that can be suggested for the advancement of female education in the province are the following :—

(1) Supplying the girls' high and middle schools with conveyances.

(2) Starting of as many small girls' schools in villages as possible with grant-in-aid from the Department or the District Board.

(3) Training of female teachers.

(4) Establishment of zenana centres.

(5) One or two more high schools for girls.

At the present stage of female education many female teachers will not be forthcoming. We shall, for the present, have to depend on reliable male teachers.

The recent zenana experiment at Dacca has shown that Hindu zenana centres may be created with success. I believe nearly 40 Hindu zenana ladies are receiving education at different centres at Dacca. Such centres can be increased in the Dacca town itself as well as in the other important towns. Many governesses for the purpose will not be available; but a few can be found. The greatest difficulty is felt about the education of the Muhammadan girls. The Muhammadan inspecting officers can do something in this direction, if they are deeply convinced of the importance of female education.

There should be an Inspectress of girls' schools for the province. She should not only be a lady well educated in English and the vernacular of the province, but also well acquainted with the traditions and customs of the people.

It is satisfactory to observe that the people are beginning to feel that the moral education of a nation is never complete without the proper education of women; that society is an organic whole and it cannot be perfected without the simultaneous perfection of the component parts of which it is a whole.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

(See Tables CXII-CXXII.)

A.—EUROPEANS AND EURASIANS.

EDUCATION OF SPECIAL CLASSES.

Number of schools.

222. The Census of 1901 returned the European and Eurasian population of Assam, not exceeding 15 years of age, at 367, and of the fourteen districts transferred to this province on the 16th October 1905, at 569. Except a small minority, they are the children of parents who are too poor to afford them the facilities of an European education, and to provide for their needs there are six schools in the province, of which four are secondary and two primary. The number of primary schools remained unaltered during the quinquennium, but secondary schools declined by one, a night school at Saidpur having been closed at the beginning of the last year.

European pupils in all classes of schools.

223. The total number of European children in all classes of schools increased from 413 to 464. Of these 412 were in secondary and 50 in primary schools. Compared with the previous quinquennium, the former showed an increase of 18·73 per cent., the latter a decrease of 21·87. The majority of these children receive their instruction in European schools, but a small minority, amounting in 1906-07 to 11·64 per cent., are taught in Indian schools. Excluding these, the number in European schools only rose from 349 to 425, of whom 208 were boys and 217 girls. The attendance, calculated on the roll number on the 31st March, however, fell off, being only 78·8 against 84·5 in the previous quinquennium.

Pupils in European schools.

224. Of the six schools in the province one is a State school and the rest are unaided.

Management and grant-in-aid rules.

Prior to 1895, there existed a system of payment by results according to which grants-in-aid were made on the attendance and proficiency of the pupils. This arrangement proved unsatisfactory, and was replaced in 1895 by a system of grants based on attendance only. Two years later the entire Code was thoroughly revised by the Government of India with a view to offer greater assistance to European schools and to render them more efficient.

The grants have been divided into—

(1) Ordinary grants based on attendance.

(2) Supplementary grants where ordinary grants are insufficient.

(3) Fixed grants to take the place of ordinary and supplementary grants.

(4) Boarding grants for orphans, for the indigent, and for the poor, in places where schools are not available.

(5) Cadet grants.

(6) Special grants.

(7) Grants to night schools.

(8) Building grants.

Scales and conditions have been laid down for the payment of each. The effect of these rules will be that the total grant to this province will be nearly doubled when the provisions of the new Code are brought fully into operation, and that Government will practically pay the entire cost of the tuition of Europeans. They will, however, come into force in Eastern Bengal and Assam only during the next quinquennium, and the result of the change will not be perceptible until then.

Details of schools.

225. The Pine Mount School, the only school in Assam, and the only Government institution in the province, was started in 1900 as a primary school to fill the place of an aided school which was abolished after the earthquake. It was raised almost immediately to the middle status, but, owing to the absence of children in classes above standard IV, it is now again classed as a primary school. It is well-housed, stands on a good site, and has an extensive compound laid out for games. The enrolment has nearly doubled during the quinquennium, but the Government expenditure (exclusive of special Public Works Department expenditure on the up-keep and extension of the buildings) has undergone little variation, being Rs. 3,235 in 1901-02, Rs. 3,052 in 1905-06, and Rs. 3,296 in 1906-07.

The Saidpur Day School is an undenominational mixed school directly under the control of the Eastern Bengal State Railway authorities, and is intended for the education of the children of the railway employés at Saidpur. The school is housed in a commodious building with rooms on the first floor for two of the teachers. The enrolment remained practically the same, but the attendance during the last year fell off considerably. The school has been reorganised with the assistance of an additional Government grant of Rs. 45 per month, and three qualified mistresses have been appointed. It cost, during 1906-07, Rs. 4,869, of which Rs. 1,280 came from Government, Rs. 1,403 from fees and Rs. 2,186 from private sources. The Government contribution increased during the quinquennium by Rs. 4 only, and fees by Rs. 107, while private contributions decreased by Rs. 228.

The Saidpur Night School, which was intended for apprentices of the railway works at Saidpur, was closed at the beginning of the last year for want of a proper teacher. It will, however, be shortly re-opened.

St. Gregory's, Dacca, which was started in 1889, is a mixed middle school containing, in 1906-07, 122 children. It is also affiliated to the University of Calcutta and is staffed by the Brothers and Sisters of the Confraternity of the Sacred Heart. Seventy-eight of the pupils are boarders, the great majority being free boarders. The total expenditure of the school increased from Rs. 7,003 in 1901-02 to Rs. 10,147 in 1906-07, and the direct expenditure from Rs. 2,498 to Rs. 3,838; but the cost per head remained nearly constant, being Rs. 33·25 against Rs. 31·5. Twelve cadets became efficient during the last year and were favourably spoken of by the Adjutant of the Dacca Rifles. Extension of the dormitory is urgently needed.

The Assam-Bengal Railway School, Chittagong, is a primary school intended for the benefit of the railway employés at Chittagong. It had on its roll, during the last year, 21 children, but only three attended on the average. The total cost in 1906-07 was Rs. 1,454, of which Rs. 36 was met from fees, Rs. 348 from Government grant and Rs. 1,070 from the railway grant. The school will shortly be closed, as there is no demand for it.

St. Placid's School at Chittagong, which is a middle school mainly for *feringhi* boys, contained, on the 31st March 1907, the same number (54) of boys as on the 31st March 1902, but the number of boarders fell off from 14 to 11. The attendance, on the other hand, showed a notable increase from 61 to 91. The total expenditure of the school increased during the quinquennium from Rs. 2,647 to Rs. 3,343, and the direct expenditure from Rs. 1,586 to Rs. 1,644. There is a small hostel, but the accommodation for boarders is unduly limited at present. A small grant was made during the last year towards improving it. The cadet corps formed last year proved a failure. The work of the school has not been altogether satisfactory, owing to the fact that only a small proportion of the *feringhi* boys are boarders. The Inspector of European Schools considers it necessary that the children should be isolated from their present surroundings, before any deep and permanent effect upon their character can be expected from the education they receive.

St. Scholastica's, Chittagong, is mainly a girls' school, managed by the Sisters of the Institute of Notre Dame Des Missions. The enrolment increased during the quinquennium from 138 to 148, of whom 67 were boarders. The total cost rose from Rs. 5,168 to Rs. 9,898, to which Government contributed Rs. 2,502, fees Rs. 65, while no less than Rs. 7,231 was drawn from the resources of the mission. A grant of Rs. 4,000 was given during the last year for the extension of the main dormitory, but the money was not spent.

Europeans at public examinations.

226. No candidates were sent up in 1906-07 from the European schools for the Bengal scholarship examination, owing to the fact that all the candidates sent up in the previous year—the first year in which the pass examination was abolished—failed to pass. In 1901-02 four boys passed the old middle school examination and five boys and six girls the primary examination.

Scholarships and stipends.

827. There were before the formation of this province, two scholarships of the value of Rs. 15 a month for competition among the European and Eurasian children in Assam, but these were abolished during the quinquennium in view of the desirability of introducing an uniform system for the whole province. Proposals, since sanctioned, have, however, been made to throw open four primary scholarships of the value of Rs. 12 per month and two middle scholarships of the value of Rs. 15 a month at the next public examination. Scholarships of the first kind are tenable for three years in a school of a higher

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grade than the primary grade, and those of the second for two years in a high school or for a recognised course of study not exceeding five years in a technical or professional institution. The rules for their award are :—

(*a*) Candidates for scholarships must be *bonâ fide* residents of Eastern Bengal and Assam, and must also ordinarily be pupils of schools in this province. Candidates for primary scholarships must ordinarily be under 12 years of age and for middle scholarships under 15 years on the 31st of December of the year of examination.

(*b*) The scholarships shall be alloted to boys and girls respectively before each examination in such proportion as the Director of Public Instruction, Eastern Bengal and Assam, may decide.

(*c*) Proportionate deductions will be made in the amount of a scholarship for every day's avoidable absence from school.

(*d*) A scholarship may be reduced or withdrawn in cases of misconduct and continued absence or of insufficient progress in studies.

(*e*) A scholarship may be transferred from one school to another with the sanction of the Department or from one province to another, provided that the Department is satisfied that the circumstances justify the transfer.

A limited number of concession studentships are tenable at the Pine Mount School, Shillong, for the children of parents with small income. In these cases no higher fee is charged for tuition and boarding than is equivalent to 10 per cent. of the father's monthly emoluments.

Expenditure.

228. The total cost of the schools increased during the quinquennium from Rs. 27,528 to Rs. 47,521. This increase was due largely to indirect expenditure and to the fact that a sum of Rs. 15,039 was spent during 1906-07 in acquiring new land for St. Gregory's, Dacca. The total direct expenditure rose from Rs. 15,592 to Rs. 17,341 to which Government contributed Rs. 9,325, fees Rs. 3,008, and the rest was collected from private sources. Fees increased by Rs. 334, Government subsidy by Rs. 44, while the income from private funds increased by no less than Rs. 1,371.

Average annual cost per pupil.

229. The total cost per pupil, on the other hand, decreased from Rs. 44·67 to Rs. 40·80. The cost from public funds fell off from Rs. 26·59 to 21·59, while that from private funds increased from Rs. 180·8 to Rs. 18·86.

Progress of European Education.

230. European education made little or no progress during the quinquennium. One school ceased to exist for want of teachers, while another is about to be closed through lack of pupils. Attendance declined from 84·5 to 78·8 per cent., and although European children in all classes of schools increased by 12·35 per cent.; the rate of increase was far less than that during the two previous quinquennia (30·67 and 32·79). The number in special schools remained unaltered. Collegiate education offers no attraction for Europeans, while, though the expenditure from private funds increased during the quinquennium from Rs. 3,637 to Rs. 5,008, or by Rs. 1,371, the increase in the Government contribution was represented by the paltry sum of Rs. 44. It is obvious that much still remains to be done in the direction of fostering European education, and this, it is hoped, will be effected by the introduction of the new Code and by the judicious use of the increased funds that will now be placed at the disposal of the Inspector of European schools. At the same time, it is doubtful whether Railway employés, etc., will, for some time to come, make much use of schools in this province. The Pine Mount School, Shillong, though it does not teach the high standard, would appear to offer attractions. But the want of proper communications militates against it. And the majority of parents prefer to send their children to the well-established schools in Himalayan stations, where their children obtain the advantages of a bracing climate, easy access and free passes or concession fares.

While, however, there does not appear to be much scope for the education of these classes (whose wants are, indeed, amply provided elsewhere), there is a considerable community in Dacca and Chittagong, whose material conditions are not such as to permit their children the advantages of an education at Darjeeling or Kurseong. For these the schools of St. Gregory's, St. Placid's and St. Scholastica's already in part provide. And it is impossible to speak too highly of the utility of the unselfish work which the missions are carrying out in those institutions. But limited funds and the cramping environment of town life have prevented the schools from attaining their full development. It will now be possible to earn larger grants. And it is hoped that this money will be partially used, not only in extending the sphere of education (so as perhaps to meet even the increased demand anticipated by the Inspector in his note), but in effecting such changes in the character and location of the institutions as will enable them to offer a more thorough and useful training amidst healthier surroundings.

231. A full and interesting note is given below, made by Mr. Stapleton, Inspector of European Schools. It is possible that Mr. Stapleton has not fully reckoned with the marked preference which a large number of resident Europeans appear to have for the Himalayan Hill schools; and before launching forth into heavy expenditure in higher class schools, we should perhaps be sure of their ultimate popularity :—

Monograph.

In the following note an attempt is made to gauge the extent of education amongst European and Eurasian children in the new province of Eastern Bengal and Assam, to discuss the materials at our disposal, and to formulate proposals for future progress. The argument being based either upon the hitherto unquoted Census returns of 1901, or upon unpublished figures, it has not been found possible to avoid altogether the inclusion of body statements; but these have only been introduced where their insertion was likely to result in a clearer representation of the facts than could be expected from a simple narrative. They will also, I trust, be of some permanent value as the initial records of European education in the new province.

Dealing first with the probable number of children for whose education the Department is responsible, the following table, compiled from the Census Report of Assam and Bengal for 1901, furnishes an epitome of the distribution of Europeans and Eurasians in the new province, and enables us to calculate the desired figure.

Europeans and Eurasians in Eastern Bengal (including the Surma Valley), and Assam Proper in March, 1901.

	European and allied races.		Eurasians.		Remarks.
	Males.	Females.	Males.	Females.	
1	2	3	4	5	6
Chittagong Division ...	204	118	777	747	
Dacca „ ...	279	205	553	562	
Rajshahi „ (*a*) ...	398	235	165	157	(*a*) Excluding Darjeeling but including Malda.
Surma Valley ...	462	123	35	33	
Total for Eastern Bengal	1,343	681	1,530	1,499	
Theoretical number of children of school-going age.	204 (*b*)		454		(*b*) Fifteen per cent. of the total population after excluding excess of males.
Assam Proper (*c*) ...	1,084	430	135	72	(*c*) Including North Cachar and Manipur.
Theoretical number of all available children in Assam.	129 (*b*)		31 (*d*)		(*d*) Fifteen per cent. of the total population is taken without deduction of excess of males as (1) the figures are peculiar, Eurasians elsewhere (*e.g.* in Eastern Bengal) occurring in practically equal numbers, (2) an unusual number appear to be children. Thus, in 1901, although 48 Eurasians were returned from the Khasia Hills, no less than 12 are now reading in native schools alone.

From this it is evident that the probable number of children of school-going age in Eastern Bengal is 204 Europeans and 454 Eurasians, and in Assam 129 and 31, respectively. Some deductions must, however, be made for the children of Europeans likely to be educated in England. Taking 20 per cent. as a moderate estimate for these, we are led to the final conclusion that 617 children of school-going age probably exist in Eastern Bengal, while in Assam 134 similarly need education. In other words, we obtain a total of 751 for the whole province.

To educate these children, there are at present five European schools in the province, 2 (at Saidpur and Shillong) for the education of children of fairly well-to-do parents, with 80 pupils in all last March and the remaining 3 (with 309 pupils) chiefly educating children drawn from the class of Eurasians known as "Feringhis" who lie on the border line between Eurasians and Native Christians. Even including the small number of children (26) in native schools, the total is obviously below the normal percentage of Europeans and Eurasians found at school in India (approximately the theoretical total), and enquiries were, therefore, instituted through the Inspector of European schools, Bengal, as to the number of children from the North-Eastern Province that are reading in hill schools (in addition to certain other selected schools—orphanages and the like) in Bengal.

The enquiry—which was perhaps not altogether a complete one as regards plains schools—showed that no less then 212 children (126 boys and 86 girls) are reading in schools in Bengal. All but 29 of there are in hills schools, and of the total more than half (118 actually) appear to be the children either of pure-bred Europeans or of the better class of Eurasians.

These results of actual education may be somewhat more clearly expressed by the following table.

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European and Eurasian children of Eastern Bengal and Assam actually at school.

Class of school.	Eastern Bengal (including the Surma Valley).	Assam Proper.	Remarks.
1	2	3	4
European schools	370 (*a*)	19 (*b*)	(*a*) Saidpur (1), Dacca (1), Chittagong (2). (*b*) Pine Mount School, Shillong.
Native schools	14 (*c*)	12	(*c*) Excluding 28 children (probably Native Christians) at Padrisibpur, Bakarganj.
European schools in Bengal ...	121 (*d*)	91 (*d*)	(*d*) The relative distribution between the two parts of the province is somewhat doubtful, as full details were not given by all schools, but the figures are approximately correct.
Total under education	505	122	
Total available children deduced from previous table.	617	134	

We thus see that, while little more is needed in the case of Assam than the transfer of 12 Eurasian children now in native schools to European schools, in the case of Eastern Bengal about 112 children (or a little less than one-fifth of the available number) appear to be receiving no education at all.

It is obvious, therefore, that the net of European education in Eastern Bengal should be cast more widely than it is at present, and the suggestion may be made that the Inspector should be invested with summary power to send all European or Eurasian children below 12, who are not already receiving education, to school under Article 42 of the 1905 Code. Such children are known to exist even in Dacca and Chittagong.

Apart from this, however, the above table emphasises in a most remarkable manner the need for greater provision of educational advantages to European and Eurasian pupils in the new province. For all practical purposes hill school education does not exist in Eastern Bengal and Assam, and hence we see that one child out of every three is perforce sent to Bengal for education.

Without, therefore, suggesting anything more than that the province should endeavour to provide for its own children, it appears to be a matter of necessity that the following schools should be started with as little delay as possible.

(*a*) In the first place, two thoroughly good schools, one for boys and the other for girls, required for the class of European who cannot afford to send his children to England for education, as well as for the better class of the domiciled community. They might be modelled on the lines of the Government schools at Kurseong, and could probably be evolved out of the existing mixed School at Shillong, provided its location was removed to some healthy spot, easy of access to the whole province, *e.g.*, to the Hills near Haflong on the Assam-Bengal Railway. In its present site, the Pine Mount school is not capable of much extension, and difficulty of access militates greatly against its usefulness. Provision might be made in the first instance for 100 boys and 100 girls, and, for a time at all events, they might be worked together in a single mixed school, as was the original Kurseong school. (*b*) Secondly, two schools, one for boys and the other for girls, are urgently needed in the South-Eastern portion of the province for the proper education of the lower class of Eurasian, at present found in the Roman Catholic schools at Dacca and Chittagong. The desirability of removing these children entirely from their home-surroundings and placing them in a Hill or Sea-side school has been sufficiently dealt with in the Quinquennial Report. Since then (July) negotiations with the Bishop of Dacca have been in progress, and there now appears every likelihood of early arrangements being made for the provision of the two necessary schools either in the Chittagong Hill Tracts or near Cox's Bazar. Each may ultimately be expected to accommodate 150 children.

The children now in the two Chittagong schools will, it is hoped, be largely drafted off to these schools, but as the convent of the Sisterhood will remain at Chittagong, and the continued maintenance of some school at Chittagong is desirable, a mixed school may be still conducted under the management of the Sisters. In any case it is not likely to exceed 75 in number. Similarly, by the excision, as far as possible of the Feringhi element, a better class of mixed school can be maintained at St. Gregory's, Dacca; while the railway school at Saidpur will also remain. The number in both of the latter schools may be estimated at 75. Hence we see that with the arrangement sketched above—Government Hill school, 200; new Roman Catholic schools 300; three existing schools (each 75), 225; total 725—suitable provision will have been made for practically all the European and Eurasian children that we may be called upon to deal with during the present quinquennium.

Before, however, bringing this note to a conclusion, mention must be made of a serious fact (hitherto altogether disregarded by Government in dealing with the problem of Eurasian education), which is capable of rendering all our previous calculations abortive. The provision for the education of 725 children is based on the assumption that in the probable event of parents in Eastern Bengal and Assam continuing to some extent to send their children to Bengal schools, the provision made for such children will still be needed for the natural increase of the European and Eurasian element during the decade, as well as for any fresh immigration due either to the formation of the new province or the extension of railway and steamer communications. No consideration however, has yet been given to the fact that *there exist in Eastern Bengal, over and above the Eurasians already referred to, no less than* 14,000 *Roman Catholic Christians with European (chiefly Portuguese) names.*

Statistics regarding the Roman Catholic Christians in Eastern Bengal for the current year have been kindly furnished by the Bishop of Dacca, and these, for case of argument, may now be given in tabular form.

Roman Catholic Christians with European (chiefly Portuguese) names in Eastern Bengal.

District.	No of such Christians.	No. claiming or likely to claim European descent.	Remarks.
1	2	3	4
Chittagong	1,008	800	
Noakhali	710	500	
Surma Valley (*a*)	500	...	(*a*) Bandasil and Badarpur.
Mymensingh (*b*)	43	15	(*b*) Hosainpur.
Dacca (*c*)	(*d*) 12,063	(*e*) 555	(*c*) Dacca (with Tezgaon), Bandhura, Husainabad, Sualpur, Tumilia, and Nagori. (*d*) Including 6,460 under the Goanese Mission. (*e*) Ditto 280.
Bakarganj (*f*)	1,091	180	(*f*) Barisal and Padrisibpur.
Total	15,415	2,050	.....

To this class of Christians, numbering in all 15,415, the term "Feringhi" is applied by the Bengalees, who assert that all are converts from Hinduism. This is probably true as regards those resident in the Dacca district, and the Dacca Feringhis are certainly indistinguishable whether in dress, means of livelihood or language from the ordinary Bengalee. They make no claim to be of European descent and (most important of all), in spite of the European names they bear, they are regarded by their priests as Native Christians. In some other districts, however (chiefly Chittagong and Noakhali), trousers are worn by the men when attending Mass, and a definite claim to European descent is made. Of the 2,050 reported by the Bishop of Dacca to be now claiming, or likely to claim, to be Eurasians, about 1,500 (*i.e.*, most of those in Noakhali and Chittagong; about 200 in or around Dacca; and a certain number of those in Bakarganj) appear from an inspection of the figures of the last Census Report to have returned themselves as Eurasians in 1901. These, accordingly, will be found included among the Eurasians recorded in columns 4 and 5 of the first table given in this note: and, as, by an order of a previous Lieutenant-Governor of Bengal (Sir John Woodburn), the Chittagong and Noakhali Feringhis were recognised as Eurasians, their children now form the bulk of those reading in the two European schools at Chittagong, in addition to supplying a good number of pupils to St. Gregory's, Dacca. It is, therefore, unnecessary to discuss to what extent their claim to European descent is justified; but the important point to be noticed is that the recognition of these 1,500 Christians with European names inevitably converts the remaining 14,000 into potential Eurasians. The present policy of the Roman Catholic Church is undoubtedly to treat them as Bengalees, but this does not, even now, prevent sharp boys from being occasionally sent to St. Gregory's, Dacca, where they naturally pass into the class of recognised Eurasians. Let this process, for any reason, be accelerated, or let the community (which is treated by Bengalees as a low caste) be seized by one of those waves of desire for advancement that continually agitate the lower castes of Eastern Bengal, and the Department will be faced with the task of arranging for the education of over two thousand extra Eurasian children.

(B).—Muhammadan Education.

(*See Tables* XCI to XCIII and Tables CXXIII to CXXX.)

Introductory.

232. In this province, as in the rest of India, the Muhammadans have made slower progress in education than the Hindus. The causes, which have hitherto deterred them from taking advantage of the State system of education, have often been debated even among themselves. While, as was noted by the Education Commission, some hold that the absence of instruction in the tenets of their faith, and still more the injurious effects of English education in creating a disbelief in religion, were the main obstacles; others, though a small minority, were of opinion that religion has little to do with the question. Some again contend that the system of education prevailing in Government schools and colleges corrupts the morals and manners of the pupils, and that for this reason the better classes would not subject their sons to dangerous contact. The small proportion of Mahammadan teachers in Government institutions; minor faults in the departmental system; the comparatively small progress in real learning made by the pupils in Government schools; the practice among the well-to-do Muhammadans of educating their children at home; the indolence and improvidence too common among many of them;

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the unwillingness felt by the better-born to associate with those lower in the social scale; the widespread poverty of the community; the use in Government schools of books whose tone is hostile and scornful towards the Muhammadan religion and history: these and a variety of other causes have been put forward at different times by members of the Muhammadan community to account for the scant appreciation which English education has received at their hands. All such causes have no doubt combined towards a general result; but the most powerful factors which have up to now held them back will probably be found in their pride of race, memory of by-gone superiority, religious fears, a deep-rooted attachment to the religion of Islam, and the question of language. Were any evidence wanted to prove that these difficulties still hamper the progress of Muhammadans, we have only to turn to the utterances of the leaders of that community, to the resolutions passed by the various conferences from time to time, and to the ignorance in which the majority of this large and important class are still hopelessly sunk.

Progress of Muhammadans.

233. The progress which the Muhammadans have made during the quinquennium will be seen from Tables CXXIII to CXXX. These Tables show that the total number of pupils of this denomination, who were under instruction in institutions of all kinds, has increased by 28·3 per cent. and now stands at 425,840, a figure which gives a percentage of 52·2 on the total number of pupils of all creeds. This proportion is undoubtedly an improvement over that of 1896-97 (50·6) and of 1901-02 (48·9), but is still below the percentage of Muhammadans on the total population (57·7), and is somewhat vitiated by the inclusion in the returns of pupils reading in private institutions. Out of the total number of Muhammadan pupils, *viz*, 425,840, 61,049 were in such institutions. Of these again, 49,192 were in Koran schools. These Koran schools have been described in the next Chapter, and can in no sense be called schools for secular education; nor are the statistics relating to them reliable. To gauge the progress of the Muhammadans, therefore, it will be best to leave aside the private pupils altogether, and to consider only the pupils of those intstitutions which are recognised by the Education Department. Turning to these, then, we find that the percentage of Muhammadan pupils amounted, in 1901-02, to 44·4 and, in 1906-07, to 48·6, whereas by population they should be 57·7. This figure is low enough, but it will be lower still if the natural increase in the Muhammadan population since 1901-02 be taken into account.

Stages of instruction.

234. It is not, however, so much the total number of pupils under instruction as the proportion in the different stages of instruction that shows the general educational status of a community; and a classification of Muhammadan pupils according as they read in English colleges, whether for liberal or for professional education, in secondary schools, or in primary schools, indicates their backwardness most emphatically. Such a classification makes it clear that it is only in primary schools that they have made any advance, and that their percentage (51·9) anywhere approaches the proportion of the Muhammadan community to the whole population. In no other stage do they occupy the position which their numerical strength justifies. On the other hand, in spite of the striking advance recorded during the quinquennium in every stage of instruction, their proportion rapidly declines as we proceed to the higher stages. In the arts colleges their percentage amounted to 5·9 of the students in this kind of institutions, in professional schools to 12·8, and in secondary schools to 27·5. In other words, whilst the primary school percentage is only about six per cent. less than it should be, judged by the criterion of the general population, the Muhammadan pupils in arts colleges will have to be increased by more than 10 times, those in the professional schools increased by nearly five times, and those in secondary schools doubled before they can be brought up to the general level.

Examination results.

235. Judged by the standard of University Examinations, the outlook is not more hopeful. During the year 1906-07, out of 1,119 candidates who passed the Entrance examination from this province, ninety-five, or 8·5 per cent. only were Muhammadans. They ought to have been seven times more numerous. Out of 278 who passed the First Arts in the same year, Muhammadans numbered only 12 or 4·3 per cent. and, out of 41 passes in the B. A., their number was only one or 2·4 per cent. Hence, not only is the number of Muhammadans who passed the Entrance less than one-seventh of what it ought to be, but this painful inferiority still increases as we proceed to the higher examinations. These facts show that the existing system has not attracted the Muhammadans up to the higher ranges of the educational course, or induced them to persevere to the point at which studies impress real culture and fit young men for

success in life. Whatever the causes that brought about this state of things may be, the fact remains that they have fallen behind the times, and have not availed themselves, as have the Hindus, of the opportunities of education offered, and of the social and material advantages which English education brings.

Special measures.

236. Such being the position of Muhammadans, it remains to consider what special measures have been taken by Government and other authorities to encourage Muhammadan Education. These have taken three forms, *viz.*, (1) liberal aids given to indigenous schools for Muhammadans to add purely secular subjects to their curriculum, (2) special pecuniary assistance, and (3) employment of Muhammadans.

Mohsin Fund.

237. Before, however, proceeding any further, it is necessary to say something about the Mohsin Fund. The trust was created by a Muhammadan gentleman, named Haji Muhammad Mohsin, who by a will, dated in Bysak 1213, corresponding with the year A. D. 1806, devised all his property "for the purpose of preserving entire the customary usages and charges of the pious works and ceremonies belonging to the celebration of the religious rites and festivals of the Faithful." A part of this income, amounting to Rs. 52,013, is utilised for the maintenance of madrassas and for the provision of scholarships, etc., open only to Muhammadans reading in high schools and colleges. Of this sum, Rs. 30,000 has been allotted as the share of this province. In the opinion of the Director, however, the proportion borne by the Muhammadan population of Eastern Bengal and Sylhet to that of those portions of West Bengal which were intended to participate in the benefits of the Mohsin Fund would warrant a larger distribution of the endowment more favourable to the former.

Indigenous Muhammadan Institutions.

238. The indigenous schools may be divided into (1) public (2) private. In both, there is a preponderating number of institutions for imparting religious and other special instruction to Muhammadans. These may be divided into five classes:—

I. Seven madrassas containing nine or ten classes and affiliated to the Calcutta Madassa.

II. Smaller madrassas which do not send up pupils to the Central Madrassa Examinations, but serve as feeders to the larger madrassas.

III. Middle madrassas which have been started, as an experimental measure, in the Dacca Division, on the recommendation of the Conference on Muhammadan Education held at Barisal on the 19th December 1905.

IV. The so-called madrassas which are little better than maktabs, teaching a little of Arabic and Persian.

V. Koran schools, where the sole instruction given is the recitation of the Koran.

Of these, some have conformed to Departmental standards and some have not. The former will be treated in this chapter and the latter in Chapter XI.

Madrassas.

239. The most important of the schools specially intended for Muhammadan are the madrassas. These are the only institutions in the province specially established for the higher education of Muhammadans in their classical languages.

The number of these institutions has risen from 10 in 1896-97 and 33 in 1901-02 to 160 in 1906-1907, and the number of their pupils from 1,800 and 3,535 to 10,431. This abnormal increase was apparently due to the fact that, although they had been in existence previously, they only began to be included under the "Public Schools" about the year 1900. Of the total number of institutions in 1906-07, 3 were under Government, 94 were aided and 63 were unaided, but under inspection. The large increase during the quinquennium in the number of aided institutions is specially noticeable. The expenditure which amounted, in 1906-07, to Rs. 81,342, has increased by 158·0 per cent. since 1896-97 and by 81·1 per cent. since 1901-02.

Larger Madrassas.

240. The senior madrassas in the province are seven in number. Of these two, namely, the madrassas at Dacca and Chittagong, are Government institutions. (That at Rajshahi, though a Government institution, is only a junior madrassa.) Other senior madrassas, not Government institutions, are those at Serajganj, Sitakunda, Ahmadia (at Noakhali) Ahsania (at Dacca) and Hussamia (at Comilla). But the Serajganj has Madrassa not its full complement of classes. In Sylhet, there is a large madrassa of some reputation at Phulbari.

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241. A full senior madrassa consists of nine or ten classes, of which the first four are affiliated to the Central Board of the Bengal Madrassa Examinations, and are considered as equivalent to the four college classes of a first-grade college, while the lower six correspond to a school course in oriental languages. The course of study, which, in the case of senior classes, is prescribed by the Department, and, in the case of junior classes, is left to the option of the school authorities, consists mostly of Arabic and Persian Literature, Arabic Grammar, History, Rhetoric, Theology, Logic, Law, and like subjects. Science, Geography, etc., find no place in the prescribed course. English has been introduced as an optional subject in the senior and junior classes, in some cases with moderate success. An examination is held for the senior classes of all madrassas under the supervision of the Principal of the Calcutta Madrassa, while junior classes are examined by the teachers of the institutions. In the Central Madrassa Examination, 62 passed out of 112 candidates who appeared in 1901-02, and 54 out of 88 who presented themselves in 1906-07.

Organisation.

242. Of the madrassas, the most important are those at Dacca, Rajshahi and at Chittagong. They were all established in 1874, and are maintained out of the Mohsin Fund.

Description of important Madrassas.

The Dacca Madrassa, which is managed by a committee with the Divisional Commissioner as President and the Principal of the Dacca College as the Secretary, contains an Arabic Department, in which English is taught as an optional subject, and an Anglo-Persian Department, which is simply a high school teaching up to the matriculation. The former consists, of four junior and four senior classes, which latter are affiliated to the Central Board of the Bengal Madrassa Examinations. The two departments are located in two buildings in the same compound which are well adapted for school purposes; but the equipment is insufficient. Besides the Superintendent, a drawing and a drill master, the staff consists of eight Maulvis and two English masters for the Arabic Department, and of eleven teachers (two of whom are graduates) for the Anglo-Persian Department. The Anglo-Persian Department shows a steady decline in pupils from 310 in 1901-02 to 265 in 1906-07, but the Arabic Department increased from 288 to 320. The number of boys reading English in this department rose from 159 in 1901-02 to 333 in 1905-06, but fell to 216 during the last year of the quinquennium, owing, it is reported, to the examinations and promotions being stricter and to the teaching of English being more systematic than formerly. The total cost of the madrassa and of the hostel, which is an endowed institution, holding 34 boarders, was Rs. 16,283, of which Rs. 8,414 was supplied by fees and the rest from the Mohsin Fund. The general examination results in the Arabic Department were fair, 41·8 per cent. of the pupils having passed the standard against 38·8 per cent. in 1901-02; as also were the results in the Anglo-Persian Department, six out of fourteen candidates having passed the Entrance examination. There are six scholarships of the value of Rs. 8, Rs. 6 and Rs. 4 reserved for the Arabic Department and twelve of the value of Rs. 5, Rs. 4 and Rs. 3 attached to the Anglo-Persian Department. Besides these, there are some free and half-free studentships for pupils of both the departments. A fine new hostel has just been erected at a cost of Rs. 45,500 (Rs. 30,500 having been raised by public subscriptions and Rs. 15,000 contributed by Government) but has not yet been occupied.

Dacca Madrassa.

The Chittagong Madrassa is similarly constituted. Both departments show a decline in enrolment—the Arabic from 352 in 1902-03 to 289 in 1906-07, and the Anglo-Persian from 1,446 to 1,230. The decline in the former was due to the gradual attempt made in recent years to exclude the class of boys whose object is not to undergo a regular course of training, but to acquire a little knowledge in Theology and Law, and go back to their homes as *Mollas*; and that in the latter to the frequent changes of teachers. The building, though on one of the finest sites, is not quite suitable for school purposes. Both departments are held in it—an arrangement which is said to be unpopular with guardians—and an endeavour is being made to remove the defect. In the meanwhile, a new building, which has just been erected at a total cost of Rs. 11,000 for the junior classes of the Arabic Department, is being used to accommodate the Anglo-Persian Department temporarily. The staff is sufficient but requires strengthening in both the departments. English is taught both to the senior and junior students of the Arabic Department and the number learning this language has increased.

Chittagong Madrassa.

There is a library containing a good collection of Arabic and Persian books. A hostel and a branch madrassa are attached. The hostel is situated on a good site near the madrassa, but accommodation is insufficient. Examination results in the Arabic Department were on the whole satisfactory. Though the percentage of success last year was only 51·01, a student of the madrassa headed the list in the Final Central Examination. The Entrance examination results have, however, been generally lamentable, though they now show slight improvement. There are eight scholarships of the value of Rs. 5, Rs. 4 and Rs. 3, tenable in the Arabic Department, and a similar number of the value of Rs. 6 and Rs. 4, tenable in the Anglo-Persian Department of the madrassa. The cost was Rs. 14,539, of which Rs. 2,718 was met from fees and the rest from the Mohsin Fund. Contributions from this fund increased during the quinquennium by about Rs. 2,000.

Rajshahi Madrassa.

The Rajshahi Madrassa, which is also maintained out of the Mohsin Fund, though long established, has lagged behind the others in development. In the year 1883 the Government of Bengal ordered it to be closed entirely, but, in deference to local Muhammadan feeling, it subsequently permitted the retention of the junior classes as an adjunct to the college. It is, therefore, a junior madrassa now. The staff consists of four Maulvis including the Head Maulvi and an English teacher. The number on the rolls at the end of 1906-07 was 66 against 75 in the previous year. The total expenditure, excluding Rs. 120 paid from Provincial Revenues as the remuneration of the Superintendent of the Hostel, was Rs. 4,496, of which Rs. 251 was paid from fees and Rs. 4,275 from the Mohsin Fund. The rate of fees is only four annas. Eight appeared at the last Final Examination of the Madrassa, all of whom passed. There is a hostel attached to the madrassa.

Smaller or Mofussil Madrassas.

243. One of the purposes the mofussil madrassas serve, is that they act as feeders to the larger madrassas at Dacca, Chittagong and Calcutta. The majority of the boys, however, spend a few years in them, and then go back to their villages as *Mianjis*, whose bigoted ignorance, as the Inspector of the Dacca Division well observes, cannot but be regarded as a danger to the community. There is little or no organisation in these institutions. They are nearly all of them insufficiently staffed and poorly equipped. They do not, in all cases, follow the full course of studies prescribed for the corresponding classes of the larger madrassas; and the education they impart is never such as will help a pupil in practical life. The one redeeming feature they possess is that provision has been, or is being gradually, made for the teaching of the vernacular primary course in most of them. As the Additional Deputy Inspector of Schools, Mymensingh, who returned 45 out of the 55 such insitutions in the Dacca Division, reports :—"Most of these madrassas have got a Vernacular Department, some teaching up to the lower primary standard and others up to the upper primary. Pupils who do not prefer Arabic education, as well as those students of the Arabic department who do not possess a working knowledge of the vernacular, are given instruction in this department." The examinations in these madrassas are conducted by teachers, and promotions awarded by them. No public examimations have hitherto been prescribed or suggested. During the last year of the quinquennium, however, arrangements were made, in the Dacca Division, with the Superintendent of the Dacca Madrassa to hold a semi-public examination at the respective district headquarters, in order that some idea might be obtained as to whether these institutions really conform to Departmental standards and do their work efficiently. The scheme was confined to Mymensingh, where five candidates appeared, but only one passed. In explaining this poor result, the Additional Deputy Inspector of Schools, Mymensingh, observes that the novelty of the system was largely responsible—a factor which is less likely to act as a deterrent in future years. Opinion seems unanimous that some sort of public examination should be instituted for these institutions; and the Inspector of Dacca Division suggests that "as the Dacca Madrassa must ultimately be the examining centre for the high madrassas of Eastern Bengal and Assam in supersession of Calcutta, other Inspectors may similarly be asked to arrange with the Superintendent for junior First and Second year examinations to be held at the district headquarters, under their supervision, so that both a check may be placed on the work of these junior madrassas and the staff of the Dacca Madrassa may also obtain some experience in conducting public examinations."

Middle Madrassas.

244. These institutions are virtually middle English schools with the addition of Urdu in Standards I to VI, and Persian in Standard VI. All of these have Arabic departments in which instruction is supposed to be given up to a sufficiently high standard. There were

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16 such institutions on the 31st March 1907, against four on the corresponding date in the previous year. They had altogether 1,885 pupils in them, 1,584 being Muhammadans and the rest Hindus. Of the Muhammadan boys, 1,332 were reading in the middle English and 252 in the Arabic department. The Inspector of Dacca reports that to the opening of these madrassas is due by far the greatest proportion of the increase in Muhammadan boys that has occurred during the last year in middle English schools in the Dacca Division; while from the Bakarganj middle madrassas six boys have already been sent on to the Barisa Zilla school.

Lower Primary Maktabs.

245. These institutions are allied to lower primary schools in nearly the same way as are middle madrassas to middle English schools. Almost all of these institutions were originally Koran schools that have, under departmental encouragement, developed into primary schools. To retain the sympathy of Muhammadan parents they still, however, continue to teach the recitation of verses of the Koran as an extra subject, to which, in some cases, an Urdu book on the rituals of Islam is added. These institutions are generally very popular with the Muhammadan masses, and a good proportion of them are reported to be doing satisfactorily as lower primary schools. As regards the teaching of the Koran, however, the method is as mechanical as in a Koran school. It need hardly be added that, in giving aid to these schools, the condition of the vernacular side alone is taken into consideration.

Grants-in-aid.

246. Grants-in-aid to tols and madrassas in Eastern Bengal are given from Provincial Revenues, Mohsin Fund and Board Funds. Maktabs which have adopted the Departmental standards in secular subjects receive grants from the Boards. There is no special favour shown to these institutions, and the condition of the vernacular department is alone taken into consideration.

In Assam, however, these grants are disbursed by the Education Department and are charged to Provincial Revenues. Local Boards have (since April 1st 1905) no authority to make grants to tols, maktabs and madrassas. With the sanction of the Local Government, special grants may be made by municipal committees for the aid of such schools within municipal limits. The following special rules have been framed for the distribution of these grants:—

Lower Primary capitation grants.

To each Tol, maktab, or madrassa that teaches the lower primary curriculum, the rules relating to the payment and staff of village schoolmasters and to the promotion of pupils apply without the maxima limits, fixed by those rules, provided that the amount paid in fixed salaries does not exceed the said maxima by more than 50 per cent., and provided that the total amount paid each month to a single school does not exceed Rs. 30, without the special sanction of the Local Government.

The capitation grant is paid, not to the head master, but to the management of the school, to be applied as considered best for the benefit of school.

Schools that earn grants under the preceding rule are not allowed to earn special stipends under the rules that follow, but their pupils may compete for special scholarships.

Special grants.

Tols, maktabs and madrassas which do not earn capitation grants under the preceding rules may be assisted by the grant (1) of special one-year stipends to the teachers and (ii) of special two-years' scholarships to the pupils, tenable on the usual conditions of good conduct and satisfactory progress.

Hence, in Assam, two courses are open to such institutions—to offer secular instruction with the prospect of slightly favourable terms of grant; and to specialise solely in Oriental learning and thus earn scholarships for the pupils and stipends for the teachers. The change of system inaugurated in 1905 was not fully realised by these institutions (which are naturally of a conservative character). The inspecting staff failed to afford them full information and assistance. And the Director had to give personal attention to the matter before the rules could be brought into operation.

Scholarships.

247. The scholarships and stipends offered to Muhammadans reading in the indigenous Muhammadan schools in Eastern Bengal have been described in dealing with the larger madrassas. In Assam special scholarships and special stipends (as above mentioned) are awarded annually on the results of examinations, which are called First and Second Madrassa examinations. The course of these examinations are generally those prescribed in the 7th and 5th classes respectively of the Calcutta Government Madrassa.

Special pecuniary assistance.

248. While the madrassas and maktabs throughout the province are being encouraged to introduce secular classes, in however elementary a form, by the offer of favourable conditions for the award of grants-in-aid, special inducements are offered for the advancement of

Muhammadan education—(I) by the establishment of a graduated chain of reserved scholarships, leading from the primary school through all intermediate stages up to the B. A. degree, (II) by a system of exemption in whole or in part from payment of fees and (III) by the extended employment of Muhammadans in the Education Department. As for (I) and (II) the special facilities extended to the Muhammadans, are :—

Special facilities for the encouragement of Muhammadan education.

(1) In Government and aided high schools of Eastern Bengal, free studentships are given to Muhammadan pupils to the limit of 8 per cent. of the school enrolment not exceeding 12 in number in any one school. An important modification of this rule has recently been sanctioned, whereby 8 per cent. of Muhammadans (out of a total thirteen per cent. for all classes of pupils) may read free, without limitation in Government and aided schools.

(2) A portion of the Mohsin Fund is distributed partly in the shape of fee remission to the extent of half of the fees in schools and colleges, and partly in the shape of senior and junior college scholarships.

(3) There are special Government senior and junior scholarships for Muhammadans.

(4) A proportion of the middle and upper primary scholarships in each district has been reserved for Muhammadan boys.

(5) A proportion of the stipends held in training schools has also been reserved for Muhammadan pupils.

(6) Lower primary scholarships have been reserved for Muhammadan pupils by certain District Boards.

Employment of Muhammadans.

249. As for (III) special attention is given by the Department to the proportion of Muhammadans on the inspecting and teaching staff with a view to their pushing forward the educational advancement of their community. As a result of this policy, it is gratifying to record that the proportion shows an increase during the quinquennium in all the divisions. In the Dacca Division the percentage of Muhammadan Inspecting officers rose from 26·4 to 48 ; in the Rajshahi Division, while there were previously only one Muhammadan Deputy Inspector, 8 Sub-Inspectors of schools and 9 Inspecting Pandits, there are now 2 Muhammadans Deputy Inspectors, 11 Sub-Inspectors and 11 Inspecting Pandits. The proportion of teachers similarly shows a rise, in the Rajshahi Division no less than 53·3 per cent. being Muhammadans.

General Remarks.

250. These are the steps which have already been taken for the encouragement of Muhammadan education in the province ; and others, such as the tentative introduction of Urdu as an optional second language into the lower primary courses of schools and the establishment of Moslem hostels are under consideration.

In dealing with the question of Muhammadan education, we are faced by a threefold problem—historical, social and religious. When the control of the country passed from its Muhammadan conquerors to the British, when, later, Persian ceased to be the language of the courts, the Muhammadans, less nimble then the Bengalis to accommodate themselves to a new environment, less ready to seize its opportunities of Western education, hesitated to enter the lists under changed conditions, but sat apart, wrapped in the memory of their traditions and in the contemplation of ancient literature and bygone systems of science. Their social habits, especially their strict insistence on the seclusion of women, and their meagre participation in the higher professional walks of life, further unfitted them for the fray. Finally, there are causes of a strictly religious and educational character which "heavily weight them in the race of life. "In the case of a young Muhammadan," it has been well observed, "the teaching of the mosque must precede the lessons of the school. He enters school later than the Hindu. He must commonly pass some years in going through a course of sacred learning before he is allowed to turn his thoughts to secular instruction. The years which the young Hindu gives to English and Mathematics in a public school, the young Muhammadan devotes in a madrassa to Arabic and the Law and Theology of Islam." And the fact that these subjects must be learnt through the medium of foreign tongues adds to the crushing disability implied in the compulsory acquisition of a plurality of languages. Persian and Arabic, moreover, do not possess the similarity of script or the etymological connexion which Sanskrit bears to the vernacular. These are, it is contended, the principal causes of an educational character which retard the prosperity of the Musalmans.

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The measures already taken and the measures proposed will no doubt go a long way towards solving these difficulties; and the Muhammadans will, it is hoped, show their appreciation of the special facilities offered to them by paying increased attention to education in general and to higher education in particular, in order that they may take their proper place in the general progress of the community at large. It will be a sore reproach to them if, as observed by the Education Commission, the pride they have shown in other matters does not stir them up to a course of honourable activity; to a determination that, whatever their backwardness in the past, they will not suffer themselves to be outstripped in the future. At the same time the Director is most sensible of the caution which is required in the introduction of reform. The increase of scholarships and free-studentships and the erection of hostels are naturally hailed with delight by the Muhammadan community. But the danger of pauperisation, considerations of public finance and of the percentage of educational expenditure which may be legitimately devoted to such purposes, and the claims of other sections of the community, demand a strict moderation. On the other hand, changes in curricula, and interference in the existing constitution of madrassas and maktabs, from which the greatest benefit may really be hoped, must be introduced with the utmost caution, lest any violence be done to the conservatism of the Muhammadan masses, their religious susceptibilities and their attachment to classical lore. But that reforms must be pushed, however tentatively is indisputable. Ignorance and backwardness in a large section of the population, especially at a time when social and economic changes are doubtless, though slowly, at work, cannot be regarded as other than a menace to public tranquillity and an obstacle to orderly development.

25F. On this important subject the following note by Mr. Stapleton on the existing circumstances of Muhammadan education and the means for securing its expansion, will be of interest :—

Monograph on Maktabs and Middle Maddrassas.

Monograph by Mr. Stapleton on Muhammadan education in the Maktabs and Middle Madrassa of Eastern Bengal and Assam.

In dealing with the remarkable wave of enthusiasm for sound education that is now passing over the Muhammadan population of the new Province of Eastern Bengal and Assam, the first aim of the Department must naturally be to secure a careful survey of the forms in which the educational aspirations of this community have hitherto been expressed. Such a survey is the main object of the present note; while in addition a brief sketch is attempted of the progress made during the quinquennium in utilising and improving indigenous Muhammadan schools throughout the province.

Every Muhammadan father desires that his boy should be able to read the Koran; and, in the mufassil, opportunity is usually provided by some well-to-do Muhammadan of the neighbourhood engaging a *Mianji* to teach his own boys, with permission to teach other boys simultaneously. Thus, a "Koran school" is started. The knowledge of the *Mianji* himself does not as a rule proceed beyond the correct pronunciation of the Arabic words with the aid of the vowel points, so that the process of schooling is purely one of reading by rote, but, at the end of (say) two years, the boys will have finished reading the Koran and committed to heart those portions—about 12 Suras—of the book that are necessary for daily prayer.

This finished, the class would come to an end, but for the desire of the *Mianji* to cling to his appointment for a year or two longer. He now suggests the desirability of teaching the pupils a little Urdu and Persian, whereby they can be initiated into the rites of Islam; and the acceptance of the offer theoretically converts the school into a maktab. Practically, however, the terms "*maktab*" and "*Koran school*" are synonymously used for return purposes, and in many cases this is justified, as schools are often found (especially in Dacca) in which Urdu and the tenets of Islam are being taught simultaneously with the Koran. The maktab course proper includes an unintelligent memorising of the meaning of Urdu words, the committing to heart of an Urdu rendering of the Persian text, and the reading of some Urdu book, such as the *miftahul Jannat* of Maulana Karamat Ali, dealing with the rites of Islam.

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Returns relating to maktabs and Koran schools are notoriously defective, as the teachers seldom or never keep any registers, but altogether 2,676 such institutions with 47,848 pupils were returned on 31st March 1907. It should be noted that these figures refer almost exclusively to Eastern Bengal proper (including the Surma Valley), as only five such Muhammadan schools with 433 pupils were returned from the whole of Assam. These last figures are somewhat surprising, and appear to suggest either that the Muhammadans of Assam are Hinduised to a degree hitherto unexpected, or that the lower inspecting staff of the Department in Assam entertain a belief that these institutions are to be, ignored. In the letter of the Surma Valley Inspector it was stated that figures relating to koran schools are collected and forwarded to the Deputy Inspector by village schoolmasters, a method of collection which is open to obvious criticism.

The *Mianji* seldom carries his instruction beyond the maktab stage, unless he happens to have himself previously read in a Madrassa or other similar institution for the teaching of Muhammadan learning. In this case, the school may evolve either into an "Advanced Institution for the teaching of Arabic and Persian,"—a private institution in which any sort of book in these two languages may be read and no special curriculum is observed—or a "Junior Madrassa" in which an attempt is made to teach

up to the standard of the junior first class of the Government madrassas at Dacca, or Calcutta, and to follow the curricula of their lower classes. In the case, therefore, of these "Junior Madrassas", they are returned as public institutions; and it should be noted that, far from being generally managed by ignorant teachers, they are usually started and controlled by final passed students of the Government madrassas, with a fair degree of education. The education, however, that is given to the pupils is mechanical in the extreme, and, as hitherto these schools have been under no one's supervision, there has been no opportunity of testing their work. Altogether 156 "Junior Madrassas" with 9,510 pupils and 273 "Advanced Institutions for the teaching of Arabic and Persian" with 7,930 pupils were returned from Eastern Bengal (including the Surma Valley) on the 31st March 1907.

This, then, is the foundation on which we have to build, if we are to adapt to our uses the indigenous materials provided by the Muhammadans of Eastern Bengal, and the problem of this adaptation was one of the first to occupy the attention of Sir Bampfylde Fuller after the formation of the new province. Early in 1904 a committee under the presidency of the then Principal of the Calcutta Madrasah had met to discuss the question of improving the state of primary education among the Muhammadan population of Bengal, and the recommendations of the Bengal Director on the committee's report formed the basis of discussion for the conference on Muhammadan education that was held at Barisal on the 19th December 1905, under the presidency of Sir Bampfylde Fuller. At this conference it was urged that the committee's report was theoretical, rather than practical, and so far from perpetuating existing types of institutions and curricula, their thorough reform was desirable. Hitherto the policy of the Department had been to urge the secularisation of maktabs by the introduction of the Lower Primary vernacular course, and this had been pursued with a success that warranted further progress in the same direction. The problem, however, of the improvement of the more advanced institutions for Muhammadan learning had not been touched, though, from the high madrassas downwards, they urgently needed atetntion and reform.

After some discussion, the following two main resolutions were agreed upon :—

First, that a type of school, termed by the President "Bilingual Lower Primary School," which would be suitable for the needs of Musalmans, should be recognised by the Department, and in these schools Urdu would be permissible in the upper classes, and the Koran might be taught, if the teacher so desired, out of school hours. Persian, however, would not be permitted.

Secondly, in order to mould the higher indigenous Muhammadan institutions scattered over Eastern Bengal into schools of greater educational utility, that schools termed "Middle Madrassas" should be started under the guidance of the Department wherever desired, the experiment being tried in the first instance in the Dacca Division. These "Middle Madrassas" are bilateral schools, one side being a middle English department in which the teaching of Urdu is permitted in Standards I—V and a little Persian in Standard VI, and the other an Arabic department (teaching up to the junior 1st class) in which English, Geography, and Modern History are also taught. The Arabic departments, however, are not specially encouraged.

As regards the first type of school, it may be noted that the census of aided maktabs in which the Departmental lower primary course is taught, that was taken this year for the first time under the Director's orders on the 31st March revealed the striking fact that of the 12,225 lower primary schools for boys with their 352,353 pupils in the transferred districts, no less than 1,367, with 39,230 pupils, belong to the maktab class. In other words, practically $\frac{1}{9}$th of the boys reading in lower primary schools are in secularised maktabs. It is impossible to gather from the annual figures for Koran schools and maktabs when this process of converting maktabs into grant earning lower primary schools began, but the chief impetus to the change must certainly date from 1902-03, the year in which Sir John Woodburn issued the order that the distribution of the new Imperial grant for primary education was to be accompanied by an increase of 20—30 per cent. in the number of lower primary schools. The aided maktabs appear to have the same attendance as ordinary lower primary schools, but their relative efficiency could best be gathered from statistics showing the comparative number of boys in the top two classes of each class of school, *i.e.*, excluding boys in the infant stages. These, together with other figures showing the relative expenditure per boy in the two classes of schools, might well be called for in subsequent years.

As for the middle madrassas their success is evident from the fact that in the 16 madrassas that were returned on the 31st March last, all but one of which had been started since January 1906, one thousand five hundred and eighty—four Musalman boys were being given the chance of a secondary education who otherwise would not have gone further than primary or classical schools. Of these boys only one-sixth were reading on the Arabic side.

These institutions have been received with special enthusiasm in Mymensingh, where most of the "Advanced Institutions" and "Junior Madrassas" of the Dacca Division are found, and five more middle madrassas have been started since the end of the quinquennium. As examples of the earnestness of the Muhammadans in starting these new schools, I may mention that in one such school (started last March by the amalgamation of a Junior madrassa and two lower primary schools and the appointment of two English teachers) I found 245 boys, all Muhammadans save one, at the beginning of September, and contributions for its support are being collected from 110 village mosques in the vicinity. In another case the Secretary is prepared to hand over 72 bighas of cultivated land in perpetuity for the upkeep of his middle madrassa.

The following recommendations suggest themselves by way of conclusion, in order that due progress on the lines already indicated may be ensured :—

(*a*) That a careful census of Koran schools and unaided maktabs be in future annually taken throughout the province and that, as suggested by the Bengal Committee, a small annual retaining fee, Re. 1-8 or Rs. 2, be given to all such schools to encourage them to submit annual returns and welcome an occasional visit of enquiry from a Sub-Inspector. We should thus both collect more reliable statistics than are at present available, and also in all probability accelerate the secularisation of maktabs which even now appears to be proceeding at a fairly rapid rate.

EDUCATION OF SPECIAL CLASSES.

(*b*) That, in accordance with the first Barisal Resolution, only Urdu (and out of school hours, if desired, the Koran) be taught in the top two classes of aided maktabs. Persian should be forbidden in schools, and the Urdu should be mainly colloquial.

(*c*) That district statistics be annually collected, showing (1) the number of maktabs aided for the first time during the past year, (2) the relative number of boys in Standards I and II of ordinary lower primary schools and aided maktab respectively, (3) the average number of boys in each class of school and (4) the relative expenditure per boy in an ordinary lower primary school and in an aided maktab.

(*d*) That, in view of the success of middle madrassas in the Dacca Division, the scheme be extended to the three neighbouring divisions, Rajshahi, Surma Valley and Chittagong, and money allotted for the purpose of grants-in-aid. In these three divisions there are roughly 300 institutions for the higher study of Muhammadan learning (with 11,000 pupils) many of which must be capable of conversion into middle madrassas. Thus, in Rajshahi, where the number of institutions for advanced Muhammadan studies has increased since 1905 by nearly 100 per cent. (55 to 108), the promoters of the new institutions would probably welcome the suggestion for the conversion of their schools into middle madrassas.

(*e*) Finally I would urge that all recognised junior madrassas together with the Arabic department of middle madrassas should be required to send up candidates for the annual junior 1st and 3rd class examinations of the Dacca Madrassa in order that their work may be efficiently tested. Any madrassa, which, three years after the initiation of the system of examination, is found to have failed to pass on the average at least one candidate per annum should be removed from the list of recognised schools.

Monograph on Madrassa Education.

252. The following very interesting note on Madrassa Education is from the pen of Moulvi Kamaluddin Ahmed, M. A., Superintendent, Chittagong Madrassa. The Director does not hold himself responsible for the views expressed as regards either present conditions or possible reform. And, as regards the latter, he has deemed it advisable to condense the writer's proposals and to insert them, less by way of recommendation than as a commentary upon the existing course of instruction. At the same time, the Director can endorse, from personal observation, much that is said, and recognises the immense importance, no less than the inherentd ifficulties, of the question at issue. On the one hand, there is the veneration, fostered by long custom and sanctioned by religion, for an old-world system of school and collegiate education. The characteristics of this system, the trustful enthusiasm with which it inspires its votaries, instinctively carry the mind back to the traditions of the mediaeval Universities. The sight presented by the higher class madrassas is profoundly striking and, in a way, pathetic. The students, with their intensely earnest faces, and their treasured volumes, wrapped in their studies, blind to so much of the realities of modern life, startle us like a picture of the past intruded into every-day surroundings. On the other hand, there is the sub-conscious but growing idea that studies of greater utility must be introduced. The problem presented by these two opposing elements requires careful handling; and it is complicated by the need for some reform in the methods used in the acquisition of oriental learning. A monograph by Moulvi Kamaluddin M.A., on Madrassa Education.

Mohsin endowment.

In the year 1806, a Muhammadan gentleman, Haji Muhammad Mohsin, resident in the Hughly district, died leaving an estate worth Rs. 45,000 a year in trust for "pious uses." Among these "pious uses" were the performance of certain religious rites and ceremonies, the repair of places of worship, the maintenance of certain establishments, and the payment of certain pensions. A few years later, the trustees of the estate were accused of malversation and were ultimately dismissed. "The Government then constituted itself a trustee, and assumed the management of the estate and the superintendence of the disbursements in conjunction with another trustee appointed by itself." This was in the year 1816, and for a considerable period the proceeds of the estate seem to have been devoted to the "pious uses" already specified. In 1835, however, it was decided to devote a portion of the trust funds to the foundation of a college at Hugli. This appropriation "was at the time justified on the ground that the maintenance of an educational institution was a pious use, and so within the testator's intentions. The college was opened on the 1st August 1836, and, within 3 days, counted 1,200 pupils in the English and 300 in the Oriental Department, the proportion of Muhammadans to Hindus being 31 to 948 in the former, and 138 to 81 in the latter. The reports for 1836, and the few following years contain a full account of the progress of this institution; but nowhere does it appear to have been sufficiently borne in mind that the interpretation placed on the declared intention of the founder was only applicable to Muhammadan education." This fact had long been a grievance to the Mussalman community.

To remove all cause for complaint the Lieutenant-Governor at the instance of the Supreme Government, which added a sum of Rs. 50,000 for that purpose to the Provincial assignment for education, declared that the maintenance of the English side of that (Hughly) college should be a charge upon the Provincial Funds. It was also decided to devote a portion of the endowment to the Oriental side, or Madrassa, and the remainder to the foundation of three new madrassas, to the establishment of scholarships, and to the payment of the fees of the Muhammadan students in English colleges and schools.

Madrassas at Dacca, Chittagong, and Rajshahi.

Thus, in the year 1873, three madrassas were established at Dacca, Chittagong and Rajshahi and each was placed under an Arabic scholar of repute assisted by a competent staff of Maulvis. It was intended that in each of them the full course of the Calcutta Madrassa should in time be taught; English was to be added to the course wherever the pupils showed a desire to learn that language, and at Dacca a teacher of English was at once appointed. At the same time the Calcutta Madrassa was thoroughly reorganised, arrangements were made for a more thorough teaching of the Arabic and Persian languages with a reasonable amount of Muhammadan law, and the salary of the European Principal was raised to Rs. 1,000 a month.

Within a few years of their creation all the above three madrassas came up to the same footing as the Calcutta Madrassa and began to teach the full Arabic course, and also to give instruction in English to all pupils who wished it. While, in the Dacca Madrassa, the course in English was carried up to the Entrance standard before 1882, the Chittagong Madrassa had to wait till 1895 to have its Anglo-Persian Department affiliated up to the same standard. The Rajshahi Madrassa could not prosper for want of pupils, and, in the year 1883, the upper or senior classes of that madrassa had to be abolished.

Private and aided Madrassas.

Subsequently, in recent years, a number of private Madrassas rose up to the same footing as the Calcutta Madrassa, and were recognised and affiliated. Of such madrassas the following are in the province:—

1. Hussamiah Madrassa, Comilla.
2. Sitakunda Madrassa, Sitakunda.
3. Ahmadia Madrassa, Noakhali.
4. Ahsaniah Madrassa, Dacca.
5. Muhammadiah Madrassa, Dacca.
6. Serajganj Madrassa, Serajganj, (up to the 1st year class only).

All these madrassas have two portions; the senior, or the collegiate portion, consisting of the upper four classes in which the course of all the madrassas is identical and the pupils of which are subjected yearly to one common Central Examination, and the junior portion which, both in the curriculum and in the number of classes varies greatly from one institution to another. There is a considerably large number of junior madrassas in this province, which do not teach the senior course, and many of these, being unaided, are not borne on the registers of the Department.

It may be worthwhile to mention that, about 1875, a proposal was made to connect the maktabs throughout Bengal with the institutions for higher Muhammadan education in Calcutta and the muffasil. The attempt, however, was not successful; and it was abandoned in favour of an opposite policy which was Followed in the hope that maktabs might be "gradually moulded into true primary schools." The above sketch of the history of madrassa education has been, with a very few additional points taken from other authentic records, reproduced from the report of the Education Commission of 1882.

COURSE OF STUDY.

"Nezamiah Course."

The course taught in the madrassas of this country is known as the "Nezamiah course," and is professed to be an imitation, however imperfect, of the course taught in the Nezamiah College of Bagdad founded in 1065 A. D. which is known to be the greatest seat of learning the Islamic world ever possessed. Traces of the existence of this college are found down to the middle of the fourteenth century, after which it seems to have gradually disappeared. Whatever had been the exact curriculum of the great college, one feature of it course is clear, that greater importance was attached to the speculative than to the exact sciences.

The Nezamiah course was adopted in the early madrassas of India, which were established after the Muhammadan conquest, but the original defect appeared in the imitation in a much more intensified forms. Undue prominence was given to the study of scholastic theology, logic, and mental philosophy, a competent study of which subject was considered by the then Muhammadan educationists in India to be the best means for the development of mental faculties. Literature was only taught as a necessary medium for the study of these subjects. History and Mathematics occupied only a subordinate place in the curriculum, while physical science was almost entirely ignored. The Persian language being the language of the courts, its literature had to be included in the course of study.

Original course in the Calcutta Madrassa.

When the Calcutta Madrassa was founded, it assumed the form of the Nezamiah course that was then in vogue in the Madrassas in other parts of the country; but, soon after, changes were made to suit the object, which, as stated, was to qualify the pupils for public service. Original research and scholarship were encouraged; but, though the Calcutta Madrassa did produce distinguished public servants and renowned scholars, its success was very meagre on account of its overloaded curriculum. It is a mistake to suppose that the Calcutta Madrassa was founded to teach a purely theological course. In fact, it taught a course which was a mixture of both secular and religious instructions and which was specially suited to the tastes of the Muhammadans.

When, owing to the abolition of Persian from courts and its replacement by English, that institution lost its chief attraction, in order to justify its continuance, it was made to serve as a theological institution for Muhammadans, who, though aware that the Madrassa education would no more bring them any worldly gain, could not do altogether without religious teachers. But it must be noted that, in spite of this change in the object of this institution, no material change was made in the course of study, which continued as before and was subsequently extended to all the muffassil madrassas since founded.

Thus, it will be seen that, though it is commonly believed that the madrassas are exclusively theological institutions, they actually impart as much secular education as religious.

EDUCATION OF SPECIAL CLASSES.

Senior Department.

As already stated, the present higher madrassas have two divisions, *viz.*, the "Senior" and the "Junior." The senior portion consists of 4 classes and has a common curriculum in all the madrassas. The pupils are subjected to one Central Examination, under the superintendence of the Principal of the Calcutta Madrassa, who has an absolute control over the course of study to be taught in the senior classes. Alterations in the curriculum are not infrequently made; but the authorities of the muffassil madrassas never appear to be consulted in the selection of books, etc.

The senior course, as now constituted, consists of Arabic and Persian Literature, Rhetoric or Higher Grammar, Muhammadan Jurisprudence, Principles of Muhammadan Law, Logic, Science of Controversy, Philosophy, Scholastic Theology, Arithmetic, Geometry and History. In these senior classes the course to be taught in each year is heavier than can be borne by an average student. Consequently, the percentage of success to be taught is remarkably low in all the madrassas without exception. Some of the prescribed books are open to objection. Two certificates are granted, one for the examination of the 2nd year and another for the final or fourth year's examination.

It is the practice in all the madrassas, not excluding the Calcutta Madrassa, that not only are the boys who pass the annual examinations promoted, but many who fail to pass are also promoted to the next higher class. In fact, the result of the examination is published long after the promotion takes place. A considerable number of students in the 1st and the 3rd year classes where no certificates are awarded for success at the examination, abstain from appearing at the annual examination and try to secure only the "promotion mark" at the test examination. This is one of the greatest defects of the madrassa and almost all gentlemen consulted strongly urge its prompt removal.

Junior Department.

The other division of the madrassa is its junior portion. The number of classes in this portion varies from 4 to 7. There is no common examination; and the course is different in the various madrassas. Arabic and Persian Literature (easy), Grammar, Elementary Muhammadan Law, Elementary Logic and Arithmetic are common to all; while, in some, History and Geography are taught, through the medium of Urdu. The management, examination, and regulation of the course are entirely left to the authorities of the respective madrassas; and one private aided madrassa will have a book on medicine and another a book on agriculture included in the curriculum of junior classes. In the non-government madrassas, as a rule, the course is overburdened. Some of the madrassas teach English, some Bengali and some both. The Sitakunda Madrassah teaches Arithmetic in all the junior classes through the medium of Bengali. Those madrassas, which have six or more classes in their junior department, begin the instruction from the most elementary in the 1st stage of maktab course.

It is a deplorable fact that hardly 25 per cent. of the students properly understand the books on logic and Arabic syntax that are taught in the upper classes of the junior department and the rest are simply crammed. It is also a fact that both the teachers and the pupils attach greater importance to the least fruitful portion of the book taught; for instance, in grammar, the question why one definition of, say, a word or a sentence is superior to another given by a different grammarian, or how the attacks of a certain commentator on a particular definition should be answered, are most carefully taught and learnt, while the simple rules of grammar are almost neglected. These remarks also apply to a great extent to the senior course. Perhaps the greatest mischief in the whole course, as it is now taught in all the madrassas, is that, before a boy learns any language enough to think and express his ideas in it freely and his perceptive faculties are sufficiently developed, abstract ideas, requiring serious mental work are introduced into his brain, of which the inevitable result is cramming of the worst order.

Proposals as to reform.

It is admitted on all sides that the existing course must be reformed, but any measure bringing about large changes is likely to meet with opposition. In the proposals hereinafter made, the aim has been to give the least offence to any party concerned and at the same time to do the highest good possible under the circumstances.

The writer proceeds, at great length, to explicate a possible scheme of reform. He advocates a madrassa of twelve classes, divided into three standards. In the lowest, or muktab, standard Bengali should be the medium of instruction, the course including study of the Koran, Urdu, Bengali, Elementary Persian, the first Arabic grammar, Geography and Arithmetic. The Urdu books should be on religious subjects.

In the junior, or middle madrassa classes, the medium of instruction should be Urdu, the course consisting of Arabic and Persian Literature and Grammar, Elementary Hanefite Jurisprudence, History, Geography, Arithmetic and Geometry (1st Book). English too should be made compulsory; and arrangements should be made for a bifurcation of studies—one branch leading to the 4th class of a high school, the other through a public examination, to the senior madrassa. The course of logic should be curtailed; the method of teaching grammar improved; and selections (not complete works) should be read in literature.

In the senior classes the list of prescribed books requires thorough revision, while the study of *Hadis* and *Tafsir* should be relegated to a still higher standard. There should be two examinations, closing the second and fourth year courses. English should be optional, and so arranged as to permit those who desire it to enter (after utilizing the period between the final madrassa examination and the commencement of the school year in general secular studies) the second class of high school.

To effect these reforms, good teachers, and an Inspector of Madrassas will be required, and there should be public examinations in English held by the ordinary inspectors, and qualifying successful candidates for entry into the 4th and 2nd classes of high schools.

The difficulty of the introduction of English is fully recognised, while the existence of a distinct demand for it is emphasised. A recommendation is made for the bringing into line of the middle madrassas. EDUCATION OF SPECIAL CLASSES.

Finally, the writer puts in a plea for the establishment of a two years' "higher proficiency" course above senior madrassa standard. The poor response which the opening of such a class at the Calcutta Madrassa in 1903 evoked, may perhaps be attributed to the fact that, of the thirteen pupils who passed in three years, all, save four, hailed from districts now included in the new province, and no less than five from the Chittagong Division. The interesting fact is also recorded that, of the 218 students who passed the final examination of the Bengal Madrassas within the quinquennium, no less than 185 were residents of Eastern Bengal districts or of Assam while 107 came from the Chittagong Division alone. Hence Chittagong is suggested as the place most suitable for such advanced classes. The instruction imparted would be chiefly theological. The importation of learned teachers from up-country is advocated.

The writer proceeds :—

Personnel of students and their future career.

So long as Persian was the language of the courts, and justice was administered in accordance with Muhammadan law, the madrassas were most important institutions. A good knowledge of Persian and of Muhammadan law was then a passport to all the posts of honour and emolument, and the students of the madrassas monopolised almost all such posts. In that period, sons of most respectable Muhammadans and of the upper ranks of the community were students of the madrassas. But, when Persian was abolished from the courts and English and Bengali were introduced and Muhammadan law was displaced by other laws, the upper class of Muhammadans went over to English and university education, and the madrassas were in the course of a few years almost entirely left to the lower strata of the Muhammadan community.

Now the population of the madrassas mainly consists of the cultivating class, *khendakers* and *talukdars*. The last two terms have quite a different significance in Eastern Bengal from what they have in Bengal. *Khendaker* here means a literate person whose profession is to perform religious rights and who need be no more than barely literate, able to recite the Koran and well practised in rituals. *Talukdar* means a petty tenure holder whose annual income, taking an average case, does not exceed Rs. 300. Next to these are sons of small merchants and shopkeepers. The number of such zamindars as have an income over Rs. 1,000 a year is hardly one per cent. of the students of the madrassas. The percentage of the sons of Government servants in receipt of a pay of over Rs. 30 per month is still less. Carpenters, masons, tailors, and other similar professional classes are generally counted under the more dignified class of *talukdars*, as all of them are also holders of the tenure of some land, however small. But the population of this class together with the aforesaid shop-keeper and small trader class appears, from a general enquiry, to be about 5 per cent. and gradually on the decrease. The teacher and preacher classes come under the *khendakers*.

Thus it will appear that it is the poorer class of the Muhammadan community that chiefly go to the madrassas for education. It is also a noteworthy fact that this class is very superstitious and exceedingly averse to any innovation with which they are not familiar. They join the madrassas with a sincere and honest intention of acquiring religious education to and study the doctrines of religion in the theological Arabic books of the sect to which they belong. In their zeal they piously believe that Deductive Logic, Art of Controversy, and Philosophy (the portion that is taught in the madrassas, namely the principles of "cognition" and "causation" and the four-element theory of matter) are parts of religious instruction. At the beginning they never pause to think what they will do after completing the madrassa course or how they will earn their livelihood, however poor they be. But, as they advance higher and perceive things around them and the question of bread-and-butter forces itself upon them, they half unconsciously feel the necessity of fitting themselves for some way of earning a livelihood. There is often a struggle within them. They do not know how to decide, certainly they never permit the idea of quitting their madrassa course to harbour in their minds. That they cannot do at any sacrifice. Many think that they may obtain some service if they read English, and so are anxious to read English ; others devoutly assign themselves to the mercy of God and go on with their studies. These latter also read English because they find that the maulvis of Madrassas, their teachers, in whom they put boundless faith, advise them to read it.

Such are the modern students of our madrassas. They are simple folk with a powerful zeal within them. Nothing must be forced upon them, but they should be persuaded through the agency of their teachers, who have a peculiar influence over them. The struggle in their minds, mentioned in the preceding paragraph, is a hopeful sign. Advantage should be taken of it, and they should be guided cautiously in accordance with any scheme that may be inaugurated, to acquire, along with their theological knowledge, so much of secular instruction as may be of use to them in their after lives in the matter of earning a livelihood.

Side by side with the honest madrassa students, whose aim is to learn the curriculum and to pass the examinations, there is a considerable number of students whose sole object is to acquire some scrap knowledge and a smattering of theology and law, and to go out as *mollas*, as they are popularly called. Their profession is that of *khendakers* described above ; to them the examination and promotion rules are great obstacles, which they heartily dislike. A very large number of these go to private and unregistered madrassas, of which there are many in this province.

EDUCATION OF SPECIAL CLASSES.

As to the pursuits of life into which the students of madrassas subsequently enter, it must be said at the outset that they, like the majority of our graduates, have no idea as to what they will be in their after lives, even at the time they pass out. As long as they are students they do not care what they should do afterwards; but after coming out of the madrassas they find that they must do something. It is a notorious adage that Maulvis are cheaper than servants. This is an unfortunate fact. The lives of our ex-students are truly miserable. Many of them who had actually thought, while students, that Providence would support them, find themselves face to face with the hard realities of the world when they came to the business of life, and it is only then that they are finding that they must strive for the very necessaries of life. There are many of the ex-students of the madrassas who are on the verge of starvation. It is a significant fact that a great many Maulvis of the most orthodox type have of late commenced sending their own children to the schools instead of to the madrassas.

Some students, after passing the Final Examination become Kazis some Persian teachers in the schools or the madrassas, and a very small number take to trade or enter other branches of service. But the bulk of them start village maktabs or become itinerant preachers or *khendakers*. In these pursuits, the "passed," Maulvis and the "failed" Maulvis both have an equal chance of success. The villager would pay a higher fee to an imperfectly learned Maulvi who could preach well and recite verses with due pathos and impressiveness, however wrong and incorrect his preachings be, than they would pay to a very learned Maulvi if he fails to impress them. As soon as any Maulvi in the village claims superiority of his learning over another, the people at once arrange for a debate, and the one who can talk louder, laugh more and influence the ignorant audience, as a rule, carries the field. This fact makes the "pass—Maulvi" (as a Maulvi having passed the Final Examination of the madrassas is popularly called) exceedingly dissatisfied, and often dismayed. This is one of the causes of all the madrassas being full of students whose intention is not to pass any examination, but merely to acquire some scrap knowledge as stated above.

Instances are not few of a student, after passing the Madrassa Final Examination, or in addition to it, having studied a higher course of theology up country, finding himself totally discarded by his fellow villages in favour of another Maulvi who has passed no examination and is by far inferior to him in learning and study.

While Kazis have a good income, the teachers in schools and madrasas get miserable pay. Enquiries show that in the non-Government institutions their average pay (the amount they actually receive) is below Rs. 10. Recently there has been considerable heartburning on account of the appointment of some men who did not pass the Madrassa Final Examination as Kazis.

In the majority of cases the first idea that strikes a Maulvi, after coming out of the madrassa with or without a certificate of pass, is to enter Government service as teacher or Kazi but failing in that as the majority of them do, they go back to their homes expecting to be regarded and supported by the villagers as their religious preceptors. But the villagers finding that there are too many of the preceptors in the field freely make their choice according to their respective standard. The unholy competition, its evil effect on the masses, and the undignified ways to which the unsuccessful "religious preceptor" is forced to have recourse for sheer want—all constitute a melancholy affair, injurious to the interests of the very religion which the madrassas are supposed to advance.

Reform should aim at minimising this evil. The madrassas should refuse the class of students who will not conform to the strict rules of examination and promotion, thus reducing the numbers of the uneducated and dangerous "religious preceptors" with which the country now abounds.

By effecting economy (not reduction of the standard) in the theological course, it should be possible to give a certain amount of useful secular education, as has been shown above, which would qualify the ex-students of the madrassa for more lines of public service than now. While the proposed higher proficiency class will especially teach a higher theological course to qualify them as preachers and religious preceptors, in which quarter, by the arrangement stated above, it is hoped, they will find a freer field.

As to the class of students whom it is suggested to exclude from the madrassas, they will be forced to adopt one of the two alternative, either to be converted into true students, or take to some profession. The madrassas must under no circumstances tolerate the kind of student whose sole object is to obtain promotion in the intermediate classes and reach the top class. But it must be noted that, unless all the madrassas which are recognised by the department, are subject to one common system, no measure in this direction will prove effective

The sphere of the subject is so large and important that Government may be justifiably asked to appoint a committee to enquire into the whole question and suggest measures of reform, including a definate curriculum. No generalisations, drawn merely from observation of the pupils of the Calcutta Madrassa, can be safely relied upon. As has already been stated only such students as are well-to-do go to the metropolis.

C.—Education in Hill Districts.

High Schools.

253. The only high English school for hill tribes is that at Rangamati, which is a Government institution. It not only gives free education to hill boys, but provides for them free board and lodging. In 1901-02 there were 132 pupils on it rolls, but their number fell off to 106 in 1906-07. The number of hill boys attending the institution also decreased from 83 to 72. During the year ending the last quinquennium the total expenditure on the school amounted to Rs. 4,059, of which Rs. 3,402 were met from Provincial Revenues; in 1906-07 the school cost Rs. 5,443, of which Rs. 5,224 were paid from Provincial Revenues.

Middle Schools.

254. There were no middle schools in the hill tracts in 1901-02, but during the last quinquennium two middle English schools, with 68 pulis and one middle vernacular school with 29 pupils were opened. The hill boys attending them were 90 in number. The middle English schools cost Rs. 1,344, of which Rs. 468 were met from Provincial Revenues; but the middle vernacular school was returned as unaided, as no payment was made during the last year, owing to the fact that the sanction of the renewal of its grant was received late

Primary Schools.

255. Besides these, there are a number of primary schools for hill tribes in each of the several divisions of the province.

In Mymensingh, in the Dacca Division, there are five District Board schools for the benefit of the Garos, Koches, Haijongs, etc., who are found on the rising ground at the foot of the Garo Hills; and there are others managed by the Australian Baptist Mission. The total number of boys who attended these schools was 971 in 1906-1907, against 981 in 1901-1902. Two boys were awarded lower primary scholarships by the Mymensingh District Board during the last year of the quinquennium. Owing to their comparative inaccessibility, these schools are probably rather neglected by inspecting officers.

In the Chittagong Hill Tracts the number of primary schools for various tribes largely Chakmas and Hill Mags, rose, during the last five years, from 68 to 98 or by 39 per cent. and their pupils from 1,156 to 1,515, or by 31 per cent. The contribution to these schools from the Provincial Revenues were Rs. 8,115 in 1906-1907, against Rs. 5,190 in 1901-1902.

In the Assam Valley the education of hill tribes is partly undertaken by the State, but is largely entrusted to missionary bodies, which receive grants. In the Khasi and Jaintia Hills there are 362 schools with 7,078 pupils managed by the Welsh Mission. In the Garo Hills there are 110 schools with 1,987 pupils managed by the American Mission. In the Naga Hills there are 32 schools, with 787 pupils. The majority of these are State schools. A few are maintained by the American Mission, but are aided from Provincial Revenues. In the Lushai Hills there are 26 schools with 594 pupils maintained by the Welsh Presbyterian and English Baptist Missions.

The annual grant made to all these schools from the Provincial Revenues amounted on the average, to Rs. 41,352.

Special features

256. The system has some peculiar features:—(i) The very large part played in it by mission; (ii) the system of grant-in-aid, under which lump grants for whole classes of schools are made over to the missionaries: this system is now being tempered by the gradual introduction of a capitation system, generally on slightly more favourable terms than are offered in plains schools; this change has been attended by difficulties owing to the attitude adopted by several of the Missions; these difficulties, however, are being smoothed over by mutual compromise. (iii) The insistence on the preservation, so far as possible, of the tribal languages as the medium of instruction. (iv) The production by Government, or by missions, of text-books in those languages, printed in the Roman script; the chief productions during the quinquennium are detailed in Chapter XV. (v) The optional introduction of English at an early stage. This is rendered easier by the use made, in the vernacular text-books of the Roman script, and is justified by the necessity of some common tongue in the case of those who will secure appointments in the hill districts or whose business is likely to bring them into contact with English-knowing dwellers, in the plains. (vi) The existence of special training schools for teachers in the Khasi, Lushai, and Naga Hills and at Tezpur for Cacharis.

Monograph.

257. The whole question of the education of hill tribes in Assam is so interesting that a monograph by Mr. J. R. Barrow, Inspector of Schools in Assam Valley and Hill Districts, is appended.

The Director trusts that the opening of technical schools (accomplished just after the quinquennium in the Khasi Hills, and sanctioned in the Naga Hills) will develop the undoubted practical talents of these people. He also fully endorses the remarks regarding the acuteness of the Angami Naga, who (perhaps under the teaching of a whilom head-hunter) picks up a working knowledge of English with remarkable rapidity. Education in those hills is being pushed with laudable activity by the District Officers. The site of the fiercest encounter of the battle of Khonoma is now occupied by a very flourishing school.

EDUCATION OF SPECIAL CLASSES.

Monograph on Education among Hill Tribes, by Mr. Barrow, Inspector of Schools, Assam Valley and Hill Districts.

The distinctive feature of education among the hill tribes of the province is the part played in it by Christian missions. Missionaries indeed are not found in large numbers in the plains: but, if they were, their educational efforts would be confined to their own people, the organisation of schools and school officials under Government and local bodies being complete, and purely secular. Missionaries however, apparently find hill tribes afford the most likely field for their labours. They attach extreme importance to education. And, roughly speaking, the plan generally adopted by Government, finding the missionaries on the spot, has been to give pecuniary aid, and leave the work to them.

This statement needs to be qualified. Government, giving aid, imposes conditions; and its methods vary in different tracts according to the opportunities that offer, or the stages of development to which the mission schools attain. Thus, in the Lushai Hills, all schools are mission schools. In the Garo Hills, Government schools have recently been started, with the idea of affording a "healthy rivalry" to the American mission. In the Khasi and Jaintia Hills, practically all the schools are worked by the Welsh mission a member of which, it may be mentioned, is in charge of the Government high school and Training school. In the Naga Hills, after somewhat delicate negotiations, Government has taken over the village schools, leaving the missionaries in charge of the training schools, which are to supply the village schools with masters. The education of the Mikirs is in the hands of the American mission In the Chittagong Hill Tracts missionaries do not play so prominent a part. Generally, there has been a tendency on the part of Government during the past five years, by establishing Government schools by defining more strictly the terms on which grants are given, and by appointing Deputy or Sub-inspectors of Schools, subordinate to the District Officer, to take a more direct share in education among hill tribes. Still it remains true that the history of education among them is in the main the history of work performed by missionaries.

2. The difficulties under which this work has been started and is being carried on are fairly obvious. Most hill men are intelligent. Mr. Davis, who is I believe the best authority, says of the Angami Naga that it would be hard to beat him in general untrained intelligence. The Superintendent of the Lushai Hills says that the Lushais are distinctly an intelligent race, more so "than even the Khasias". The Garos in fact are the only hill-men who appear to have a reputation of an opposite kind. But this general intelligence is of an extremely practical nature, and is coupled, as a rule, with excessive indifference. The advantages that will accrue from education are not at present sufficiently obvious and tangible to prove attractive. *Vis inertiae* is the main hindrance; and in the hills, where communication is difficult, and a sparse population lives in isolated villages, that retain, in some cases (as a relic of head-hunting days) much mutual mistrust, passive resistance is as effective as need be. All books have to be produced by missionaries or their converts. The supply of competent teachers is always inadequate. Language constitutes, at any rate in the Naga Hills, where differences of dialect and variations in the same dialect are exceedingly numerous, a serious difficulty. In view of these and other obstacles, which suggest themselves, the results achieved have been in some cases rather remarkable. Judging by statistics, the palm is taken by the Khasi and Jaintia Hills, where the proportion of schools to population is the highest in the province. The proportion of girls who go to school is also distinctly high, *viz.* about 16 per cent. In fact, it is in the attraction of girls to school that missions in general have scored their most distinct success. In the Garo Hills nearly 25 per cent. of the pupils in mission schools are girls. Figures such as these are really striking. The absence of certain customs which constitute the main obstacle to female education in the plains is of course a most important advantage. On the other hand, girls in the hills become "hewers of wood and drawers of water" at an early age; and, while parents are languid on the subject of the education of boys, they are widely prejudiced against it in the case of girls. The success of the missionaries, therefore, in this respect must be attributed to their influence over their converts. This is an important argument in their favour.

3. In examining the work of the missions, there are of course two sides of the question to be considered. There is room for criticism. I have touched on the grave difficulties that have to be confronted, and the success which, in certain quarters more especially, has been obtained. But that some more definite action than the grant of pecuniary aid has been required on the part of Government cannot be doubted. Education is not the primary object on which missionaries are engaged. It goes hand in hand with their religious work: but when the interests of the two are supposed to clash, education naturally must be content to take the second place. Missions are understaffed, and they are always faced with a dearth of qualified teachers. There appear to be then two lines of action possible for them; and I may take as typical the policy which has been followed in the Garo Hills, as contrasted with that of the Aborigines mission in the South Lushai Hills. (It is, however, impossible to draw a fair comparison based on results, because education in the Lushai Hills is still in its infancy; * * * *) In the Garo Hills the Baptist mission, while keeping up a school of some size in Tura, has endeavoured to supply every demand that has made itself heard for a village school, the village providing something to its support. The South Lushai mission, on the other hand, has definitely decided that the best policy is not to multiply village schools but to employ most of the energy available in the central school at Lungleh (where free board is provided, as well as lodging and education). They only send out such men as they consider really well qualified to be teachers. Garo teachers, on the other hand, are in the main poorly qualified, and their schools have recently been subjected to a good deal of criticism. (It is to be noted, however, that the recent adoption of the Roman, in place of the Bengali character, has caused a temporary set-back to these schools). In both tracts, as with other missions, the village teachers are invariably Christians, and are expected to devote a certain proportion of their time to religious work. It was on this account that the Garo mission objected, not unnaturally, to closing a number of their schools when this course was recently suggested to them. But whatever may have been their qualifications as leaders of a Christian community, many of these men in their secular capacity were distinctly inefficient. This would appear to be a case in which the interests of education, from a secular point of view, suffered: and for that reason Sir

Bampfylde Fuller decided to stimulate the mission schools by the establishment of a number of Government schools. The plan adopted in the South Lushai Hills is producing excellent results. But the Lushais afford in many ways remarkably good material. They are fond of reading. There are now a considerable number of books in Lushai, which it is possible to sell at a reasonable price. Books to the value of Rs. 4,360 have been sold in the (North) Lushai Hills during the last 3½ years. Making all necessary allowances, the system in force in the Lushai Hills would seem to be less open to criticism than the other, though it involves catching your pupils at a reasonably early age, and entirely supporting them. The Garo mission claims that the establishment of as many schools as possible, and the demand that each should receive some measure of local support, creates an interest in the school which would not be otherwise obtainable. That ought to be so; to some extent it may be so. But in practice the question amounts to this, how much is this "interest" actually worth? Experience would seem to show that often its practical value is insignificant.

EDUCATION OF SPECIAL CLASSES.

4. Education in the hills is still in a very experimental stage. It has not yet acquired a definite tendency. Its aim is not defined. This is illustrated in some degree by the question of the languages taught in the curriculum. In the Naga Hills it was originally attempted to teach (besides lessons in the local vernacular) both English and Assamese. This was found to be too burdensome a course, and the Assamese was dropped. Now, generally speaking, the languages of the plains are not taught, but there is a tendency to teach English in a more promiscuous manner, and at a less advanced stage, than in the plains. The hills are very isolated, and until the development of commerce increases communication between them and the plains, there would seem to be little demand for a knowledge of Assamese or Bengali. An exception is perhaps to be found in the Garo Hills, owing to the trade in cotton: and certain Bengali schools have been opened in these hills. On the other hand, the teaching of English to all and sundry can hardly be contemplated. It is, indeed, satisfactory to find that Mr. Davis, whom I have quoted above, is of opinion that "English Education" need not spoil the Naga. But other hillmen, for example the Lushais, appear to have a less stable character, and a capacity for intrigue which does not require development. In any case there would appear to be little room or demand for a mainly literary education. The extremely practical nature of most hillmen has been insisted on by those whom I have consulted, and who are best qualified to judge. Industrial schools are now being started in the Khasi and Jaintia and in the Naga Hills: and if education among hill tribes is to flourish, it must probably be upon industrial lines.

PRIVATE INSTITUTIONS.

CHAPTER XI.
PRIVATE INSTITUTIONS.

(See Tables CXXXI–CXXXIV.)

Private institutions.

258. These represent a very heterogeneous mass of institutions—some teaching Arabic and Persian, some Sanrkrit, the majority pretty Koran schools and tols—which do not conform to any recognised departmental standard. They are divided into the following classes :—

1. Advanced institutions teaching
   (*a*) Arabic or Persian.
   (*b*) Sanskrit.
2. Elementary institutions teaching the vernacular.
3. Elementary institutions teaching the Koran.
4. Other schools.

The advanced Arabic institutions are generally conducted by passed students of Government madrassas, but the course of studies is not uniform, each school pursuing its own method and curriculum. The Sanskrit tols are maintained by Brahmin pandits, generally at their own cost, and teach usually Grammar, Smriti and Nyaya. Both these kinds of institutions impart a fairly high degree of education and, as such, have some importance. The Koran schools, on the other hand, have little or no purely educational value as the only instruction given in them is the recitation of verses from the Koran. These schools are generally started by a Mianji of the village and are held in the morning and the evening either in the mosque or in the outer house of a well-to-do Muhammadan gentleman. "Other schools" include, among others, *Kyong*s, or Buddhist monastic schools in the Chittagong Hill Tracts. The *Roolis*, or high priests, of these monastries give religious as well as secular instruction to their pupils in Burmese and Pali.

Statistics.

259. Returns regarding the private institutions are admittedly untrustworthy, but a comparison of the statistics for the past three quinquennia shows that these institutions are, on the whole, steadily declining. Their number, which amounted to 6,167 in 1896-97, fell to 4,325 by 1901-02, and now stands at 3,771. The decline in the case of institutions teaching Sanskrit, which decreased from 604 to 357 in 1901-02 and from 357 to 223 in 1906-07, and in the case of Koran schools for boys and girls, which have fallen by nearly a half since 1896-97, is most marked ; but the vernacular elementary schools, too, appear to be fast dying out altogether, and numbered only 124 at the end of 1906-07. The advanced institutions teaching Arabic and Persian and "other schools," on the other hand, which suffered a slight loss during the preceding quinquennium, are again on the increase.

The fall in the number of institutions was accompanied by a corresponding fall in the figures for pupils, their total having declined from 75,195 in 1896-97 to 55,919 in 1901-02 and 65,912 in 1906-07. This decline was spread over institutions of every kind, except Arabic and Persian schools and "other schools," but was the heaviest in the case of Sanskrit and elementary vernacular schools. These figures show clearly enough that pupils are steadily forsaking private schools in favour of public institutions.

Of the total number of pupils under instruction in private institutions, the Muhammadans, who have a large number of pupils in the Koran schools, form the largest percentage, *viz.* 92·6 per cent. The percentage among Brahmins was 3·5 and among non-Brahmins 1·9 Native Christians formed only ·7 per cent. of the private school population.

CHAPTER XII.
HOSTELS OR BOARDING HOUSES.
(See Tables CXXXV—CXXXVIII.)

Introductory.

261. Among the various influences which operate to mould the character of students trained in schools and colleges, the maintenance of well-managed hostels, the encouragement of manly sports and a judicious system of imparting moral instruction play an important part.

The establishment of hostels or boarding houses, by which students who are strangers in larger towns or cities may be saved from the pitfalls which surround them and may be made amenable to something like home-discipline, needs no recommendation. The advantages of these institutions, where the example and personal influence of the teachers can be brought to bear upon them, are generally recognised and cannot be under rated.

General statistics.

261. The subject has engaged the attention of Government for many years, and it is gratifying to be able to record a definite extension of the system during the quinquennium. The number of hostels has increased from 101 in 1901-02 to 142 in 1906-07, the number of boarders from 2,147 to 3,202 and the expenditure from Rs. 88,388 to Rs. 1,41,230. The contributions from the public funds rose from Rs. 10,237 to Rs. 22,771 and those from private funds from Rs. 78,151 to Rs. 1,18,459.

Hostels according to management.

262. Taking now the total number of hostels, and classifying them according to management, we find that the number of hostels for boys under Government management rose during the quinquennium from 22 to 27, and the boarders resident in them from 491 to 740. These hostels include those attached to Government madrassas, to Government colleges, and to the various zilla schools in Assam, etc. Those classed as aided include college and zilla school hostels in Eastern Bengal. They increased from 5 to 16, and their inmates from 170 to 494. The unaided hostels are those attached to schools under private management, and numbered 92 in 1906-07 as compared with 69 in 1901-1902. In these, the number of residents increased from 1,368 to 1,741. There were only two hostels under the management of Local Boards at the end of the quinquennium. The number at the beginning was the same.

It is a matter of regret that, although the hostels of all classes for male pupils showed a considerable increase during the quinquennium, their average strength in all cases, with one exception, showed a perceptible decline. The decrease in the case of aided hostels is the most noticeable. The result appears to show that proper care is not exercised by head masters in compelling boys who do not live with their parents to reside in the hostels. "It is unfortunately," observes the Inspector of the Dacca Division, "only too easy for a boy to induce his parent, or actual guardian, to give him a letter stating that so-and-so, in whose house he is likely to put up, is his guardian, when actually the person named exercises no functions of a guardian and the boy is free to do as he likes. Naturally, when this is the case, boys do not care to submit themselves to even the slight constraints of hostel life."

The hostel attached to the Eden Female School, which was the only institution of the kind for girls under the direct management of Government in 1901-02, passed under private management in 1903-04. This, with the one attached to the Alexander girls' school at Mymensingh, were the two aided hostels for girls at the close of the quinquennium. The Eden Female School hostel is largely maintained by subscriptions and endowment; its management largely resembles that of a Government hostel. Its strength advanced from 14 in 1901-02 to 21 in 1906-07, while the hostel attached to the other school, which was opened during the quinquennium, had 11 boarders at its close. The unaided hostels for girls increased during the same period from 2 to 3 and their inmates from 44 to 136.

Statistics of hostels for boys.

263. Turning now to the distribution of male boarders according to the stages of instruction, it appears that the male boarders in college hostels increased from 180 to 259, and those in the hostels attached to secondary, primary and special schools increased from 1,421 to 1,822, from 159 to 361, and from 329 to 591, respectively. With the increase in the number of inmates, the total expenditure in the hostels for boys increased from Rs. 85,824 to Rs. 1,31,874, of which Rs. 22,759 was met from subscriptions, endowments, etc., Rs. 88,209 from fees, Rs. 2,173 from Local Funds and Rs. 18,733 from Provincial revenues. Expenditure from Government grants increased by Rs. 10,188, from Local Funds by Rs. 1,299, from fees by Rs. 27,402, and from subscriptions, etc., by Rs. 7,161.

HOSTELS AND BOARDING HOUSES.

264. The number of hostels for girls increased during the quinquennium by two their inmates by 122, and the expenditure from Rs. 2,564 to Rs. 9,356. Of the 168 girls residing in hostels during 1906-07, 111 belonged to secondary and 47 to primary schools, against 14 and 32, respectively, in 1901-02.

Statistics of hostels for girls.

265. The style of building, etc., used in hostels varies largely according to local conditions and the status of the institution to which they are attached. There is the large quadrangular building recently opened for the students of the Ahsanulla School of Engineering, solidly built, with residences for Professors on either side of the gate, the whole capable of holding one hundred boarders. There is, in the same city, the Dufferin Memorial hostel for madrassa students (opened just after the close of the quinquennium), double-storied, with distinctive architectural features. There are two hostels of the Rajshahi College, of which the Rani Hemanta Kumari Devi hostel is of particularly pleasing appearance. On the other hand, there are mud and mat buildings, many of which, especially the latter, are, as in the case of the hostels at the Chittagong College and Madrassa, spacious, well-ventilated and clean; while others, though shabby to look at, afford a kind of dwelling by no means ill-suited to the climate and to the habits of the people. The Director has recently drawn up a number of type plans for hostels, which are being submitted for the sanction of Government, and whose existence should expedite the preparation of plans. The chief feature of these plans is the method of ventilation adopted between the wood ceiling and the corrugated iron roof, whereby the temperature of the interior will be kept reasonably low. The existing hostels are generally divided into rooms to hold each three or four boarders. An exception is the madrassa hostel at Chittagong, which consists of one long open room. The Director favours such open rooms in school hostels, as securing better ventilation.

General description.

Hostels are generally supervised by a resident teacher, who receives some small emolument for this added duty, if he lives in the hostel itself; or the benefit of a free house, if he lives with his family in the precincts. The students, to all appearances, require but little supervision, being regular, punctual and industrious. Quarrels, disputes and breaches of discipline are of rare occurrence in these institutions. In Eastern Bengal, the Superintendent generally runs a public mess, the cost (some Rs. 7 or Rs. 8 per head) being divided among the boarders. In Assam boarders make their own arrangements for meals and form messes. This latter plan has some advantages, and is being tried experimentally in Dacca. Save where expensive hired houses are used as hostels, no rent is charged to the boarders. Occasionally, general servants are paid from public funds; and, where necessary, small grants are given to meet the cost of supervision, etc.

CHAPTER XIII.
PHYSICAL AND MORAL TRAINING.

Physical Training.

266. The physical side of education has within recent years received considerable attention; and physical exercise in some form or other is general among the boys throughout the province.

In Eastern Bengal almost all zilla schools have a gymnasium and a gymnastic master. Drill, which was introduced only into Government schools, has gradually been extended to middle and primary schools; but a particularly pleasant feature of the schools in this portion of the province is the keenness displayed by the pupils in school games, especially foot-ball. An interesting outcome of *swadeshi* agitation, which followed the formation of this province, is the increased attention paid by boys to *lathi*-play and other country or indigeneous games in preference to foreign sports.

In Assam, systematised games have not yet taken root to the same extent as in Eastern Bengal. Cricket and foot-ball are, it is true, regularly played, at least in Government and aided high schools; but the proportion of boys who take part in them is small. The movement requires special encouragement, and annual grants three times the amount subscribed locally, subject to a certain maximum, are made to the Cotton College and high schools by Government. In schools of lower grade, physical training is for the most part confined to *Deshi kasrat* which has lately been introduced with great success. The lack of suitable play-grounds is, in many cases, a bar to anything further.

Moral training.

267. Want of a systematic organisation for the moral training of boys is a general drawback in all classes of schools in the province. Some institutions have societies intended for social or moral improvement attached to them, but, generally speaking, apart from the influence which the lessons of the prescribed Readers may be expected to inculcate, there is no regular system for imparting moral instruction to our school boys. In mission schools, indeed, religious instruction is given; but in secular schools this is not of course possible. A strong and energetic master, with definite ideas, has, however, ample opportunities of impressing them upon his pupils and moulding their character aright. "Education" as has been observed, "does not mean teaching people to know what they do not know. It means teaching them to behave as they do not behave. It is painful, continual, and difficult work to be done by kindness, by watching, by warning, by precept and by praise—but above all by example." This is not a new doctrine in the East. It once formed the foundation of the educational system of India. And yet this primary idea has been allowed to fall into abeyance at the present day, resulting in the growth of tendencies unfavourable to discipline and favourable to irreverence in the rising generation.

And it is chiefly this defect that was responsible for a series of regrettable occurrences that characterised the latter end of the quinquennium. In 1904-05 occurrences in the several high English schools in Comilla resulted in the rustication, expulsion or other punishment of 29 boys. In the two following years there were some cases of cheating in school and in examinations, and production of fraudulent certificates in connection with transfer etc. These were cases of ordinary misconduct and deserve no special mention. But a lamentable feature was the outbreak of disturbances which, in Eastern Bengal at least, were mostly connected with the political agitation which followed the transfer of fourteen districts from Bengal. A narrative of the most important of these is to be found in the General Report on Public Instruction for 1905-06. In some cases the boys attended political meetings and took part in political demonstrations in defiance of the orders of the authorities, and, when expelled in consequence of their refusal to pay the fines inflicted, joined, more or less with the approval of their parents and guardians, the newly established National Schools. Occasionally, other pupils absented themselves from school in sympathy with the offenders. In some, they assaulted or insulted those who happened to disagree with the political leaders as to the expediency of partition; while, in others, they organised themselves into *Swadeshi* gangs and picketted the bazars to prevent the sale of foreign goods. Disturbances of one or other of these kinds broke out in 1905-06 and in 1906-07 in the State College at Dacca and in the schools at Rangpur, Madaripur, Palong (Faridpur), Banaripara (Bakarganj), Mymensingh, Brahmanbaria (Tippera), Bala (Mymensingh), Serajganj, Chanchal (Malda) Khankhanapur (Faridpur) and at Muktagacha (Mymensingh). A large number of departmental punishments were necessitated, and a few cases came into the Courts. Such out-breaks were happily absent in Assam, but others, equally serious, showed how lax the discipline is in that portion of the province also. At Sibsagar, towards the end of 1906-1907, some 70 or 80

PHYSICAL AND MORAL TRAINING.

boys, in resentment of the fact that they had not secured promotion, summarily left the school. At Mangaldai some boys belonging to the high school, refused to obey the master in charge, and three were rusticated. At Jorhat the second master of the high school was severely assaulted after the annual examination and two of the culprits were expelled.

These outbreaks display in mournful fashion the spirit of indiscipline which is the marked characteristic of many of the schools and the slender props by which authority is maintained. The remedy lies no doubt largely in the wide diffusion of healthy home-influence; but a great deal can also be done by the extension of the hostel or boarding house system and by the formation of a contented and conscientious body of high school teachers, who realise the true meaning of education and regard their calling with pride, instead of, as is now so often the case, looking upon it as a refuge for the lazy and incompetent or as a halting place on a journey towards something better. So early as the year 1887, in a letter, addressed to the Local Governments, the Government of India remarked :—

"It is unquestionably true that a good moral tone is, in the first place, best acquired by a school boy insensibly from his family; in the second place from his teachers and in the last place (which is indeed the consequence of the other two) from the public opinion of the school-boy world in which he moves. Over the home life of the school-boy or student we can directly exercise but little appreciable influence, but the conviction that it makes entirely for good should not induce us to spare any effort or lose any opportunity of moulding his character during school-hours. From this point of view, the provision of good teachers is of the greatest importance to the well-being of the country, and the signal success which in India has attended the instruction and training imparted by many devoted and accomplished teachers, whose names it is unnecessary to mention, proves that the school can be made a no less effectual nursery of morality than of literary knowledge".

These observations have as much application to-day as they had twenty years ago.

CHAPTER XIV.

EDUCATIONAL CONFERENCES.

Educational Conferences.

268. Educational Conferences held in the province during the quinquennium were of three kinds, *viz.*,

(1) Conferences called by the leaders of certain sections of the community to consider its educational needs and to bring these to the notice of the authorities.

(2) Conferences called by Government officers to discuss the needs of a particular community; and

(3) Departmental Conferences.

Conferences called by leaders of a community.

269. Of the first kind were the Provincial Muhammadan Educational Conference held at Dacca in April, 1906, and the All India Muhammadan Educational Conference held in the same town in December of that year. The former was presided over by the Newab of Dacca and discussed various matters connected with the education of the Muhammadans of this province. The latter, which was the more important of the two, was presided over by Mr. Justice Sharfuddin of the Calcutta High Court and was attended by the leaders of Muhammadan educational opinion from all parts of India. In this Conference the following were among the most important resolutions :—

1. As the number of Muhammadan students in Government schools in those provinces in which Muhammadans are very backward in education, and especially in Eastern Bengal, is not in proportion to their population, and as this is due chiefly to the fact that the text books prescribed for such schools do not deal with such subjects as Muhammadan history and literature which may interest Muhammadan students, it is resolved that the Government of Eastern Bengal be respectfully requested to take this matter into consideration and to select such books for Government schools as may deal with Muhammadan history and literature, in order that Muhammadan students may read them with interest.

2. Resolved that the attenton of the Government of Eastern Bengal be respectfully drawn to the desirability of granting such scholarships for the encouragement and support of Muhammadan education in Eastern Bengal as Jubilee scholarships, granted by the Government of the Punjab in conformity to the recommendation of the Education Commission of 1882.

3. Resolved that in the opinion of this conference the Government should be pleased to give to the Mohsin Anglo-Persian Schools (High schools) which are maintained by means of Mohsin Fund the grant-in-aid in the same way as it is given to other aided schools.

4. That in the opinion of this Conference the Government of Eastern Bengal be respectfully requested to see that Muhammadan schools and maktabs in every district are aided by District and Municipal Boards in proportion to the number of Muhammadans inhabiting any locality.

5. That in the opinion of this Conference the education of a child should begin with the teaching of the mother tongue.

6. That in the opinion of this Conference it is desirable that in the Anglo Persian department of the madrassas there should be up to the 4th standard two separate sections of each class, one for those whose mother tongue is Bengali and the other for those whose mother tongue is Urdoo.

7. That in the opinion of this Conference both in junior and senior classes of the Arabic department of the madrassas the Persian language should be optional.

8. That in the junior classes of the Bengal madrassas the medium of instruction should be, as far as possible, Urdoo.

Conferences called by Government officers.

270. Under the second head would come the Conference on Muhammadan Education held at Barisal on the 9th of December 1905 under the presidency of Sir Bampfylde Fuller, the late Lieutenant-Governor of Eastern Bengal and Assam. The most important result of this Conference was the establishment, as an experimental measure, of a new class of madrassas, known as Middle Madrassas, in the Dacca Division. These are virtually middle English schools with the addition of Urdu or Persian in certain standards, and are intended to enable Muhammadan boys, who otherwise would not have gone further than primary schools or madrassas, to avail themselves of secondary education.

Dispositions were also made for a Conference of Sanskrit pandits of the Brahmaputra Valley with a view to the improvement of tols. But the Conference took place just after the close of the quinquennium.

EDUCATIONAL CONFERENCE.

271. There was, up till the end of the quinquennium, no system of regular Departmental Conferences in this province. Sanction has, however, quite recently been obtained to hold these periodically. The most important Departmental Conference during the period under review was that of the Inspectors of all the divisions and others, held at Dacca in January 1906, under the presidency of the Director of Public Instruction, at which many educational problems of the new province were discussed and the new proposed curriculum for high schools settled. Besides this, local Conferences were general throughout the quinquennium in all the divisions. In Dacca, a Conference of the Inspecting Staff of the division was convened to adopt measures for giving effect to the sanctioned scheme of the Director for the establishment of a better class of lower primary schools and of the new guru training schools, as well for the consideration of other cognate subjects. In Rajshahi, a Conference of all the Deputy Inspectors and Head Masters of schools during the same year considered the scheme for the introduction of Urdu as an optional subject in middle and primary schools and the syllabus for high and Middle schools. In Chittagong, three Conferences were held. The first, held at Chandpur in 1902-03, was attended by all the Deputy Inspectors and several Sub-Inspectors. The subject for discussion was the framing of certain rules for "The substitution of the stipendiary by the payment by result system of aiding primary schools." The rules then framed were revised in 1903-04 at another Conference held at Comilla. The third was held at Chittagong in March 1904, at which the Deputy Inspectors and high school teachers were present. The subjects for discussion were "Mangement of high schools, organisation of classes, method of teaching, maintenance of discipline, etc."

Departmental conferences.

In both portions of the province numerous meetings of the *gurus* were held by the Inspecting officers for the purposes of discussion and practical help and instruction. These gatherings serve a most useful purpose inasmuch as they not only "afford the Inspecting officer an opportunity of giving instruction in the subjects taught in primary schools and pointing out deficiencies, but also afford the *gurus* an opportunity of interchange of ideas and of comparing the efficiency of their respective schools."

The Director and the Head Master of the Dacca school of Engineering attended various Conferences at Calcutta in connexion with technical education, and questions arising out of the partition.

CHAPTER XV.

TEXT-BOOKS, LIBRARIES, SOCIETIES, ETC.

Text-Book Committees.

272. In Eastern Bengal the books used during the quinquennium were those approved by the Text-book Committee, Calcutta, from among which the text books for all classes of schools were selected for Government, Board and aided schools, by the Inspectors for their respective divisions. The text books for Departmental scholarship examinations were, however, selected by the Director.

In Assam, where many different languages and dialects are spoken, there were three text book committees, among whom the work of selecting books, English, Assamese and Bengali, was distributed. They met at Gauhati, Sibsagar and Sylhet. There were also some small committees which arranged for text books in hill languages.

Since the close of the quinquennium a separate Text-book Committee for the new province has been formed, with the Inspector of Schools, Dacca Division, as the Secretary. The Central Committee will meet at Dacca, and local committees will deal with books written in the Assamese, the Khasi and the Garo languages.

Monograph on Assamese literature.

273. In connexion with the subject of this Chapter, the Director asked Mr. Südmersen, Principal of the Cotton College, to contribute a monograph on Assamese literature, which, it was hoped, would shed some light on the present condition and future prospects of the language and literature of that part of the province. Mr. Südmersen has accomplished the task with enthusiasm and care, and has, in a very interesting essay, traced the independent growth of the language, as a member of the Prakritic group; the early period of its literature, embodied in *puthis* and *buranjis* ; its second period which, commencing in the fifteenth century and including the names of Shankar Dev and Madhab Dev, may be called the golden age of Assamese literature; its decay culminating in the Burmese invasions; and, its resuscitation, along more modest lines, under the peaceful conditions of British rule. The essay, however, is of too great a length to be inserted in a report, though it may well form a separate record, fraught as it is with practical suggestions, of a branch of literary history in which much useful work is still to be accomplished.

College and School Libraries.

274. The new University Regulations lay great stress upon the provision of a library for college students. The Dacca College has a good one containing seven to eight thousand volumes with two reading rooms opening out of it. The subsidy has recently been increased from Rs. 400 to Rs. 1,000 in order to keep it up to date, while measures, such as the withdrawal of the custom of depositing caution-money, permission to take out books during the vacations, and the like, have been taken to increase its popularity. The library of the Cotton College, Gauhati, is well-adapted to its requirements. In addition to many of the latest standard works in Science, History and other subjects, it contains a large number of books of a lighter character suited to the reading capacities of the students. These have proved highly popular and are widely read. It is always difficult to make libraries attractive to Indian students ; but the problem seems to have been successfully solved in the Cotton College. And it is this particular feature of that College which attracted the special attention of the University Commissioners. The other colleges in the province possess small libraries but they do not deserve any particular notice.

The libraries of the zilla and a few of the better high English schools are of varying value. Some, like the Dacca Collegiate School, have distinctly good ones, but the majority have hardly anything worth the name. In these, the libraries consist, as a rule, of the text-books prescribed for the past few years, two or three dictionaries and perhaps a very limited number of Sanskrit or Bengali books. As, however, the new Regulations of the University demand, as one of the conditions of re-affiliation, that a good library should be provided, it is to be hoped that they will improve in the near future.

Text-Books in the Hills.

275. The preparation of text-books in the hills is naturally a source of some difficulty. The work is performed almost exclusively by the missionaries. A list of books for the Khasi, Naga, Lushai, Garo, the North Cachar and the Mikir Hills, so far as available, will be found at the end of this chapter.

TEXT-BOOKS, LIBRARIES, SOCIETIES, ETC.

Societies and Individuals.

276. Among societies that have done good work during the quinquennium must be mentioned the Australian, the Baptist, the Portuguese and the Oxford Missions, which have rendered much help in promoting the cause of education among the indigent and backward classes in the Dacca Division; the London Missionary Society which confines its work to the Chittagong Hill Tracts; the American Baptist Mission which devotes its attention to the Naga, Garo, South Lushai and the Mikir Hills; and more than any, the Welsh Calvinistic Mission to whose efforts is entirely due the spread of education in the Khasi and Jaintia Hills. The Roman Catholic Missions in Dacca and Chittagong concern themselves with European and Eurasian Education. The other societies that deserve special notice are the Provincial Mahammadan Association of Eastern Bengal and Assam, the Muhammadan Associations of Rangpur and Chittagong; the Anjumans-i-Islamia of Barisal, Madaripur and Serajganj, the Sarswat Somaj of Dacca, the Surhid Somaj of Faridpur and the Tippera Hitaishini Sobha of the district of Comilla.

Among individuals who are reported to have given conspicuous aid are:—

His Highness the Raja of Tippera.
The Hon'ble Nawab Sa'imulla of Dacca.
Raja Pramoda Nath Roy of Dighapatia.
Raja AshutoshNath Roy, Sarail Estate, Tippera.
Raja Bhuban Mohan Roy Bahadur, Chittagong Hill Tracts.
Raja Binoy Krishna Deb Bahadur (Calcutta).
Raja Girish Chandra Roy, Sylhet.
Kumar Saradindu Roy of Balihar.
The Rani of Bijni.
Rani Hemanta Kumari Devi of Puthia.
The Hon'ble Khan Bahadur Saiyid Nawab Ali Chauduri of Dhanbari.
The Managers, Mechpara Estate, Goalpara.
Khan Bahadur Sayid Ali Nawab Chaudhuri, Laksham.
Khan Bahadur Maulvi Bazlur Rahim, Noakhali.
Syed Hossain Hyder Chaudhuri, Comilla.
Syed Abdul Jabbar, Comilla.
Babu Ananda Chandra Ray, Laksham.
Maulvi Hemayat Uddin, Barisal.

I. List of Khasi Text-books used in the Khasi and Jaintia Hills.

1. Ka Kitap Nynkong (First Reader in Khasi).
2. Ka Kot Pule Kabalai (Third Reader in Khasi).
3. Ka Kot Pule Kaba Sau (Fourth Reader in Khasi).
4. Ka Histori U Jisu Khrist.

} Written by Dr. J. Roberts and published by the Welsh Calvinistic Mission.

5. Ka Khasi Arithmetic by U. Nissor Singh.
6. Ka Khasi Mental Arithmetic by U. Nissor Singh and U. Barnabas.
7. Ka English Grammar in Khasi by U. Chandra Nath Roy.
8. Ka Kot Pule Khasi Nyngkong (First Khasi Reader) by U. Jibon Roy.
9. Ka Kot Pule Khasi Kaba Ar (Second Khasi Reader) by U. Jibon Roy.
10. Ka Kot Pule Khasi Kaba Lai (Third Reader) by U Jibon Roy.

Besides these, there are some translations of the Bible which are also used in the schools.

II. List of Books used in the Naga Hills.

(*a*).—ANGAMI.

1. Primer.
2. Spelling-Book.
3. Elementary Arithmetic.
4. Advanced Arithmetic.

} Mhaphro lesuda.

5. "Way to Health." U Mo Vi Keleda.
6. Gospel according to St. Matthew.
7. Gospel according to St. John.
8. Acts of the Apostles.
9. Hymns.
10. Catechism.
11. Phrase-Book (Angami and English.)
12. Selections from Æsop's fables in Angami.

No. 12 is the work by Hisale Angami assisted by Mr. Reid. Nos. 1 to 11 were translated by the Rev. S. W. Rivenburg. Nos. 1, 2, 3, 6, 7, 8, 9 were first printed by the mission at their own cost, but subsequently reprinted at Government cost for use in schools. Nos. 4, 5, 11 and 12 were printed at Government cost from the first, No. 10 being printed at the cost of the mission entirely. No. 5 is not used in schools, and Nos. 9 and 10 only when parents desire this. But the Hymns (No. 9) are sung with great fervour in the most anti-Christian villages.

(*b*).—Ao.

Mr Clark. ...	1. Primer. 2. Spelling-Book. 3. Elementary Arithmetic. 4. Life of Joseph. 5. Stories.
Rev. W. F. Dowd. ...	6. Reader. 7. Advanced Arithmetic.
Rev. E. W. Clark and Rev. S. W. Rivenburg.	8. Gospel according to St. Mathew. 9. Gospel according to St. John. 10. Acts of the Apostles. 11. Hymns.

Nos. 1 to 5 were translated by Mr. Clark of Impur, and printed first at the cost of the mission. Some of them have since been reprinted at Government cost. Nos. 6 and 7 were printed at Government cost, and Nos. 8, 9, 10, 11, entirely (so far as is known) at the cost of the mission.

(*c*).—Lhota.

1. Primer.
2. Reader.
3. Arithmetic.

These were translated under the supervision of the Rev. S. W. Perrine, who, however, did not know the Lhota langue. Mr. Dowd is now studying Lhota, and will shortly revise these books and compile more. All were printed at Government cost.

(*d*).—Sema.

1. Primer.
2. Elementary Arithmetic.
3. Reader.
4. Catechism.

Nos. 1 and 2 were first translated under the supervision of Mr. Perrine, and revised under that of Mr. Dickson. Numbers 3 and 4 are the works of Mr. Dickson. No. 4 was printed at the cost of the mission, the others being printed at Government cost.

III. List of Text books used in the Lushai Hills.

1. Thurobu, (Advanced Reader for Lushai Schools) written by D. E. Jones, and E Rowland and published by the Welsh Mission.
2. Zir-tir-bu, (Primer for beginners) written by D. E. Jones and published by the Welsh Mission.
3. Lushai-English Primer, written by D. E. Jones and E. Rowland and printed at the expense of Government.
4. Thu Inchang (Catechism) published by the Welsh Mission.
5. India Chanchin (History of India) written by E. Rowland and published by the Welsh Mission.
6. Lushai Arithmetic written by E. Rowland and published by the Welsh Mission.

IV. List of Text books used in the Garo Hills.

1. Kitap Sa.
2. Kitap Gni.
3. Sang Bah.

These are primers used in primary schools.

V. List of Text books used in the North Cachar Hills.

Cachari Primer in Roman Character.

VI. List of Text books used in the Mikir Hills.

1. Mikir first Reader. 2. „ second „ 3. „ third „ 4. Mikir Primary Arithmetic	Written by Rev. J. M. Carvel and P. E. Moore and printed at the expense of Government.

STATEMENTS.

Assam Education Form No. I.

EDUCATION, GEN

Abstract Return of Colleges, Schools, and Scholars in Eastern Bengal

[For details, see

Area and population.			
Total area, in square miles.	Number of towns* and villages.	Population.	
1	2	3	4
Square miles. 101,147	Towns ... 60 Villages ... 90,297 Total ... 90,357	Males ... 15,679,409 Females... 15,108,725 Total ... 30,788,134	Institutions { For males „ females Total ... Scholars ... { Males... Females Total ...

NOTE.—For purposes of columns 1, 2, and 3 the statistics of the

* A town contains 5,000 inhabitants or upwards. A village contains less

† The population of school-going age is taken

‡ Includes Manipur, the popu-

ERAL TABLE I.

and Assam at the end of the official year 1906-1907.

General Table III.]

Public Institutions.							Private Institutions.		Grand total.	Percentage of	Remarks.
Collegiate Education.		School Education, General.		School Education, Special.		Total of public institutions.					
Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary.			
5	6	7	8	9	10	11	12	13	14	15	16
11	3	1,143	17,531	51	589	19,328	499	2,879	22,706	Institutions to number of towns and villages. 25·12	
...	...	18	2,789	...	...	2,807	...	333	3,140	Institutions to number of towns and villages. 3·47	
11	3	1,161	20,320	51	589	22,135	499	3,212	25,846	28·59	
1,197	124	113,501	560,711	1,102	20,366	697,004	11,530	51,485	760,019	Male scholars to male population of school-going age.† 32·31	
...	...	1,503	51,180	...	...	52,683	...	2,897	55,580	Female scholars to female population of school-going age.‡ 2·45	
1,197	124	93,007	611,891	1,102	20,366	749,687	11,530	54,382	815,599	17·66	

Census of 1901, when received, should be utilised.

than 5,000 inhabitants. A municipality, whatever its population, should be entered as a town.

at 15 per cent. of the whole population.

lation of which is 284,465.

Assam Education Form No. 2.

EDUCATION, GENE

Abstract Return of Expenditure on Public Instruction

[For details, see

	Total Direct Expenditure on Public Instruction.					
	Collegiate Education.		School Education, General.		School Education, Special.	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	1,74,780	5,832	1,517,718	1,503,811	77,846	2,60,062
1. Institutions ... For females	...	...	31,608	94,552	...	...
Total ...	1,74,780	5,832	1,549,326	1,598,363	77,846	2,60,062
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	6·68	...	13·84	5·20	5·68	5·90
(*b*) Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	...	...	11·46	54·21	·02	2·71
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	...	...	12·77	67·23	...	3·40
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	3·41	·11	30·23	31·19	1·54	5·07
3. Average annual cost† of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government institutions. Cost to Provincial Revenues ...	159 7 9	...	14 13 9	4 10 5	87 2 9	42 8 5
Government institutions. Cost to Local and Municipal Funds ...	...	...	0 7 5	0 1 3	0 2 10	...
Government institutions. Total cost ...	235 6 6	48 14 8	35 6 0	5 4 3	91 6 0	74 1 1
Local Fund schools.‡ Cost to Provincial Revenues ...	...	...	...	0 0 2	...	6 11 4
Local Fund schools.‡ Cost to Local Funds ...	...	...	5 8 10	3 2 6	...	30 8 0
Local Fund schools.‡ Total cost ...	...	...	10 5 3	3 4 3	...	61 14 5
Municipal schools.‡ Cost to Provincial Revenues ...	...	...	0 4 3	0 0 3	...	...
Municipal schools.‡ Cost to Municipal Funds	...	...	0 10 3	2 6 2	...	...
Municipal schools.‡ Total cost ...	...	...	13 11 2	3 3 5	...	...
Aided institutions... Cost to Provincial Revenues ...	...	...	1 1 2	0 1 11	12 14 9	0 7 1
Aided institutions... Cost to Local and Municipal Funds ...	...	...	1 14 5	0 13 11	...	1 13 10
Aided institutions... Total cost ...	...	...	11 15 2	2 13 11	15 5 9	6 12 4
Unaided institutions—Total cost ...	72 4 1	12 13 1	13 4 0	1 7 1	...	6 0 5
All institutions ... Cost to Provincial Revenues ...	73 6 9	...	1 10 1	0 1 10	74 5 5	4 0 10
All institutions ... Cost to Local and Municipal Funds ...	...	...	1 4 2	1 2 7	0 2 4	1 11 9
All institutions ... Total cost ...	147 5 10	39 6 5	14 0 6	2 13 0	78 3 9	13 11 5

RAL TABLE II.

in Eastern Bengal and Assam for the official year 1906-1907.

General Table IV.]

Total.	Total Indirect Expenditure on Public Instruction.§								Total expenditure on Public Instruction.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
35,40,049	...	66,217	3,40,722	1,11,008	6,64,015	71,274	2,04,629	14,57,865	51,24,074
1,26,160	...	...	...	...	...	...	...	...	...
36,66,209	...	66,217	3,40,722	1,11,008	6,64,015	71,274	2,04,629	14,57,865	51,24,074
37·30	...	5·10	15·20	5·15	32·10	1·63	3·52	62·70	100*
68·40	...	...	12·02	4·70	11·71	3·02	2·15	31·60	100*
83·40	...	...	2· 8	3·71	8·10	2·04	2·07	16·60	100*
71·55	...	1·29	6·68	6·25	12·95	1·29	3·99	28·45	100*

Rs. a. p.
25 8 1
0 4 7
44 5 0
0 0 8
4 1 6
4 10 8
0 1 6
2 7 5
6 13 3
0 3 11
1 0 3
4 0 9
6 13 4
0 11 1
1 3 0
5 3 10

* The percentages required for 2(*a*), 2(*b*), 2(*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal schools is to be obtained from the figures given in General Table VII.

§ Fraction of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION, GENE

Return of Colleges, Schools, and Scholars in

Class of institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by Local Funds and Municipal Boards.				Maintained by Native States.				Aided by Government or by Local Funds or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
Collegiate education — English	4	431	546	498	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate education — Law	2	98	109	78	...	...	...	...	...	...	...	...	...	...	...	...
Total	6	529	655	576	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
School Education, General. — For boys—																
High Schools	25	6,793	6,113	5,636	1	547	500	408	...	...	...	...	63	13,792	13,507	10,954
Middle Schools — English	5	385	371	281	18	1,883	1,842	1,508	...	...	...	...	350	28,403	26,897	11,784
Middle Schools — Vernacular	16	1,218	1,218	979	43	2,892	2,656	2,139	1	20	19	16	332	18,329	17,264	13,892
For girls—																
High Schools	1	125	111	81	...	...	...	...	...	...	...	...	2	201	167	132
Middle Schools — English	1	77	80	48	...	...	...	...	...	...	...	...	1	111	107	83
Middle Schools — Vernacular	...	...	...	...	1	120	109	77	...	...	...	...	10	657	620	519
Total	48	8,599	7,893	7,025	63	5,442	5,107	4,732	1	20	19	16	758	61,403	58,562	37,364
Primary Schools.																
For boys — Upper Primary	39	1,650	1,544	1,235	6	262	251	206	1	22	24	15	2,147	98,894	91,438	74,665
For boys — Lower „	44	1,107	1,101	1,002	2,495	94,539	90,853	65,130	14	354	326	249	10,632	311,198	286,644	233,748
„ girls — Upper „	...	...	...	...	...	...	...	...	...	...	...	...	62	2,310	2,150	1,634
„ girls — Lower „	13	585	531	398	120	2,930	2,809	2,091	1	13	11	11	2,233	39,436	37,211	28,088
Total	96	3,342	3,176	2,635	2,621	97,731	93,913	67,436	16	389	361	275	15,124	451,838	417,443	338,135
Schools for Special Instruction.																
School Education, Special. — Training Institutions for Masters for Native Schools— (1) For Secondary School Teachers. — Male	3	229	177	142	...	...	...	...	...	...	...	...	...	...	...	...
(1) For Secondary School Teachers. — Female	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(2) For Primary School Teachers	45	668	646	512	...	...	...	...	...	...	...	...	3	205	172	141
Technical and Industrial Schools. — Law Schools	1	17	17	11	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	2	291	289	257	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	2	327	300	277	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	4	26	25	21	7	423	495	379	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools — Madrasas	3	1,063	1,000	877	...	...	...	...	...	...	...	...	94	5,403	5,126	4,065
Other Schools — Tols and Moktabs	...	...	...	...	...	...	...	...	...	...	...	...	190	4,702	4,107	3,642
Total	60	2,621	2,454	2,097	7	423	495	379	...	...	...	...	287	10,310	9,705	7,843
Total of Colleges and Schools of Public Instruction.	210	15,091	14,178	12,333	2,691	103,596	99,515	71,947	17	409	380	291	16,169	523,641	485,710	383,342
Private Institutions — 1. Advanced, teaching— (a) Arabic or Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(b) Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching a vernacular only or mainly — For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching a vernacular only or mainly — „ girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. „ teaching the Koran — „ boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. „ teaching the Koran — „ girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Other schools not conforming to departmental standards — „ boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Other schools not conforming to departmental standards — „ girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

RAL TABLE III.

Eastern Bengal and Assam for the official year 1906-1907.

management:						Number of scholars on the 31st of March, learning						Classification of scholars on the 31st of March according to race or creed.							
Unaided.						English.		A classical language.		A vernacular language.									
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Males.	Females.	Males.	Females.	Males.	Females.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
18	19	20	21	22	23	24		25		26		27	28	29	30	31	32	33	34
7	766	640	536	11	1,197	1,188	...	1,117	...	...	...	...	...	1,123	71	3	...	...	
1	26	30	25	3	124	124	...	...	...	...	...	...	...	117	7	...	...	...	
8	792	670	561	14	1,321	1,312	...	1,117	...	...	...	...	...	1,240	78	3	...	...	
123	25,998	26,252	20,822	212	47,130	44,146	1	20,948	...	31,524	2	11	90	37,931	8,869	229	2	...	
138	11,301	10,565	8,397	511	41,073	18,836	24	1,366	9	41,057	135	31	472	26,788	14,100	582	135	...	
28	1,942	1,803	1,446	420	24,401	4,104	...	32	...	24,287	44	...	32	15,324	8,618	428	45	...	
...	...	...	...	3	326	...	124	...	11	7	309	...	3	313	9	1	...	7	
1	165	144	101	3	353	...	131	...	...	5	348	6	143	178	...	26	...	8	
1	47	44	29	12	824	...	59	...	...	28	796	...	114	665	30	6	...	28	
391	39,453	38,808	30,795	1,161	115,007	67,086	339	22,316	20	96,908	1,634	48	854	81,190	31,634	1,272	182	40	
25	1,242	1,131	884	2,218	102,070	76	19	2,716	41	100,314	1,626	...	984	40,338	59,400	1,348	1,630	...	
2,078	51,443	46,019	38,136	15,313	458,641	282	84	90,766	3,847	392,454	15,678	...	5,700	198,762	236,076	18,103	17,215	...	
2	143	113	94	64	2,453	...	...	...	113	71	2,382	...	56	1,322	1,054	21	...	71	
358	5,763	5,336	4,304	2,725	48,727	19	18	98	4,814	1,147	47,534	5	807	25,955	21,169	791	...	1,148	
2,463	58,591	52,629	43,418	20,320	611,891	377	121	93,880	8,785	493,976	67,220	5	7,547	266,377	317,697	20,263	18,845	1,219	
...	...	...	...	3	229	18	...	1	...	229	...	...	18	175	27	9	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	48	873	85	5	130	...	772	11	1	109	330	319	114	13	...	
4	41	45	25	5	58	5	...	...	...	...	...	...	...	53	5	...	...	...	
3	269	240	203	5	560	119	...	...	...	436	5	1	3	492	61	3	5	...	
...	...	...	...	2	327	...	...	...	...	327	...	...	...	287	39	1	...	...	
1	26	22	18	12	475	176	...	...	...	282	...	...	5	366	95	9	...	...	
2	65	55	47	2	65	65	...	...	...	...	...	...	...	64	1	...	...	...	
2	54	43	38	2	54	49	1	...	...	4	...	1	2	45	6	...	1	...	
63	3,965	3,598	2,997	160	10,431	1,789	...	9,508	21	5,007	12	...	...	170	10,261	...	21	...	
211	3,694	3,302	2,763	401	8,396	...	...	7,576	361	4,397	362	...	...	3,828	4,566	2	376	...	
286	8,114	7,305	6,091	640	25,468	2,353	6	17,215	382	11,419	390	3	137	5,810	15,380	138	416	...	
3,048	106,950	99,421	80,865	22,135	749,587	71,121	466	134,258	9,187	602,380	69,244	56	8,538	354,626	464,791	21,676	19,443	1,250	
...	...	...	...	216	9,105	...	...	7,758	163	1,126	...	...	...	1	9,104	...	171	...	
...	...	...	...	223	3,425	...	...	1,828	1	596	...	...	...	2,413	...	12	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	117	3,143	4	...	77	192	1,824	177	...	32	341	1,754	16	247	...	
...	...	...	...	7	82	...	...	...	4	8	74	...	5	73	4	...	...	8	
...	...	...	...	2,618	46,630	...	...	39,912	5,488	839	28	...	...	...	46,630	...	5,488	...	
...	...	...	...	320	2,562	...	...	362	2,200	...	20	...	...	...	2,562	...	...	362	
...	...	...	...	144	2,712	383	...	129	...	2,569	62	...	314	612	965	821	62	...	
...	...	...	...	6	253	...	...	...	...	15	238	...	148	75	30	...	...	15	
...	...	...	...	3,711	65,912	38	...	50,066	8,048	6,977	599	...	499	3,515	61,049	849	5,969	385	
...			...	25,846	815,599	71,521	466	184,324	17,235	609,375	69,843	56	9,037	358,141	425,840	22,525	25,412	1,644	

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed.

—	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahman.	Non-Brahman.				
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION—								
Arts Colleges—								
English ... Male ...	...	...	392	731	71	...	...	3
English ... Female ...	...	...	...	...	...	...	...	...
Oriental ... Male ...	...	...	...	...	...	...	...	...
Oriental ... Female ...	...	...	...	...	...	...	...	...
Colleges for Professional Training—								
Law ... Male ...	...	...	14	103	7	...	...	...
Law ... Female ...	...	...	...	...	...	...	...	...
Medicine ... Male ...	...	...	...	...	...	...	...	...
Medicine ... Female ...	...	...	...	...	...	...	...	...
Engineering ... Male ...	...	...	...	...	...	...	...	...
Engineering ... Female ...	...	...	...	...	...	...	...	...
Teaching ... Male ...	...	...	...	...	...	...	...	...
Teaching ... Female ...	...	...	...	...	...	...	...	...
Agriculture ... Male ...	...	...	...	...	...	...	...	...
Agriculture ... Female ...	...	...	...	...	...	...	...	...
Total	...	...	406	834	78	...	...	3
SCHOOL EDUCATION—GENERAL—								
Secondary Schools—								
For boys—								
High Schools Male ...	11	90	11,090	26,839	8,869	161	...	68
High Schools Female ...	...	...	...	2	...	...	...	...
Middle Schools—								
English ... Male ...	31	415	5,133	21,598	14,080	113	...	468
English ... Female ...	...	57	15	42	20	...	...	1
Vernacular Male ...	...	32	2,498	12,795	8,608	284	...	139
Vernacular Female ...	...	...	4	27	9	5	...	...
For girls—								
High Schools Male ...	...	...	...	7	...	...	...	...
High Schools Female ...	...	3	59	247	9	1	...	...
Middle Schools—								
English ... Male ...	...	...	...	5	...	...	...	...
English ... Female ...	6	143	14	159	...	...	...	26

EDUCATION—GENERAL TABLE IIIA—*continued.*

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed—continued.

—	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahman.	Non-Brahman.				
1	2	3	4	5	6	7	8	9
SCHOOL EDUCATION—GENERAL—*continued.*								
Secondary Schools—continued.								
For girls—*continued*—								
Middle Schools—*continued.*								
Vernacular ... Male ...	...	7	8	13	...	...	...	...
Vernacular ... Female ...	...	107	163	481	39	...	...	6
Total	48	854	18,984	62,215	31,634	564	...	708
Primary Schools—								
For boys ... Male ...	...	4,115	18,689	207,735	292,542	2,971	...	15,817
For boys ... Female ...	...	1,997	893	6,375	8,737	129	...	711
„ girls ... Male ...	4	225	102	577	259	8	...	44
„ girls ... Female ...	1	1,210	5,212	26,794	16,161	449	...	134
Total	5	7,547	24,896	241,481	317,699	3,557	...	16,706
SCHOOL EDUCATION—SPECIAL—*Schools for Special Instruction*—								
Training Schools. Male ...	1	114	91	414	346	9	...	114
Training Schools. Female ...	...	13	...	...	...	...	...	...
Schools of Arts Male ...	...	2	9	36	6	...	...	...
Schools of Arts Female ...	1	...	...	...	...	...	...	...
Law Schools ... Male ...	...	...	6	47	5	...	...	...
Law Schools ... Female ...	...	...	...	...	...	...	...	...
Medical Schools Male ...	...	1	112	379	60	2	...	1
Medical Schools Female ...	1	2	...	1	1	...	...	...
Engineering and Surveying Schools. Male ...	...	...	71	216	39	...	...	1
Engineering and Surveying Schools. Female ...	...	...	...	...	...	...	...	...
Industrial Schools. Male ...	...	5	96	270	95	8	...	1
Industrial Schools. Female ...	...	...	...	...	...	...	...	...
Commercial School Male ...	...	...	15	49	1	...	...	...
Other Schools. Madrasas Male ...	...	...	9	161	10,240	...	...	...
Other Schools. Madrasas Female ...	...	...	...	...	21	...	...	...
Other Schools. Tols and Maktabs. Male ...	...	...	2,914	906	4,198	2	...	...
Other Schools. Tols and Maktabs. Female ...	...	...	...	8	368	...	...	...
...	...	...	...	...	...	...	...	...
Total	3	137	3,323	2,487	15,380	21	...	117
Total of Colleges and Schools of Public Instruction ...	56	8,538	47,609	307,017	364,791	4,142	...	17,534

EDUCATION—GENERAL TABLE IIIA—*concluded.*

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed—concluded.

——	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahman.	Non-Brahman.				
1	2	3	4	5	6	7	8	9
PRIVATE INSTITUTIONS—								
1. Advanced Teaching—								
(a) Arabic or Persian. Male	...	...	...	1	8,918	...	...	...
(a) Arabic or Persian. Female	...	...	...	...	186	...	...	...
(b) Sanskrit ... Male	...	...	2,085	327	...	...	...	12
(b) Sanskrit ... Female	...	...	1	...	...	...	...	...
(c) Any other Oriental Classic. Male	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic. Female	...	...	...	...	...	...	...	...
2. Elementary Teaching— A—Vernacular only or mainly.								
For boys ... Male	...	28	16	323	1,513	...	...	16
For boys ... Female	...	4	...	2	241	...	...	...
For girls ... Male	...	3	...	5	...	...	...	...
For girls ... Female	...	2	15	53	4	...	...	...
3. Elementary Teaching— The Koran only.								
For boys ... Male	...	...	...	...	41,142	...	...	...
For boys ... Female	...	...	...	...	5,488	...	...	...
For girls ... Male	...	...	...	...	362	...	...	...
For girls ... Female	...	...	...	...	2,200	...	...	...
4. Other Schools not conforming to Departmental standards.								
For boys ... Male	...	260	130	482	960	767	...	51
For boys ... Female	...	54	...	...	5	3	...	...
For girls ... Male	...	...	5	10	...	...	...	...
For girls ... Female	...	148	35	25	30	...	...	...
Total of Private Institutions ...	...	499	2,287	1,228	61,049	770	...	79
Grand total	56	9,037	49,896	308,245	425,840	4,912	...	17,613

GENERAL TABLE IV.

EDUCATION, GENERAL

Return of Expenditure on Public Instruction

Objects of expenditure.	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
School Education, General. — Collegiate Education — English	87,080	...	...	31,133	...	10,321	1,28,534
Collegiate Education — Colleges for Professional Training	...	...	...	...	...	...	...
Collegiate Education — Law	...	...	...	5,332	...	...	5,332
Total	87,080	...	...	36,465	...	10,321	1,33,866
SECONDARY SCHOOLS.							
For Boys— High Schools	90,270	1,068	...	1,49,253	242	1,832	2,42,684
For Boys— Middle Schools — English	4,932	123	...	1,888	...	11	6,954
For Boys— Middle Schools — Vernacular	11,420	2,502	...	4,105	...	...	18,027
For Girls— High Schools	9,046	...	...	425	111	358	9,040
For Girls— Middle Schools — English	1,615	...	...	...	...	...	1,615
For Girls— Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	1,17,303	3,693	...	1,55,670	353	2,201	2,79,220
PRIMARY SCHOOLS.							
For Boys — Upper Primary	7,895	...	48	1,055	14	16	9,028
For Boys — Lower ,,	3,341	...	...	...	...	...	3,341
For Girls — Upper ,,	...	...	...	...	...	...	...
For Girls — Lower ,,	3,538	145	60	23	581	14	4,361
Total	14,774	145	108	1,078	595	30	16,730
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters for Native Schools. — (1) For Secondary School Teachers — Male	10,135	...	...	...	...	...	10,135
(1) For Secondary School Teachers — Female	...	...	...	...	...	...	...
(2) For Primary School Teachers	51,610	147	...	3,162	31	119	65,069
(3) For Indigenous School Teachers	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Technical and Industrial Schools. — Law Schools	...	...	...	...	...	...	...
Medical Schools	40,006	...	...	8,762	...	...	48,768
Engineering and Surveying Schools	29,355	...	...	6,359	...	2,179	37,893
Industrial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other School — Madrasas	...	...	...	18,082	...	16,065	34,147
Other School — Tols	...	...	...	...	...	...	...
Total	1,45,106	147	...	36,365	31	18,363	1,96,012
Total of Direct Expenditure	3,60,263	3,985	108	2,29,578	979	30,915	6,25,828
INDIRECT EXPENDITURE.							
Buildings	3,87,274	187	...	...	1,181	7	3,88,663
Furniture and apparatus (special grants only)	12,261	...	...	...	...	155	12,416
Total	3,99,555	187	...	...	1,181	162	4,01,085
Scholarships held in — University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical ,,	...	...	...	...	...	...	...
Miscellaneous— Hostel charges	...	...	...	...	...	...	...
Charges for examinations	...	...	...	...	...	...	...
Prizes and rewards	...	...	...	...	...	...	...
Payments to private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total of Indirect Expenditure	3,99,555	187	...	...	1,181	162	4,01,085
Total Expenditure on Public Instruction	7,59,818	4,172	108	2,29,578	2,160	31,077	10,26,913

TABLE No. IV.

in the Province of Eastern Bengal and Assam for the official year 1906-1907.

Public Institutions.

Under public management.

Managed by Local Funds and Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
241	...	...	8,487	...	5	8,733	...	...	...	...	...	...	...
...	11,616	574	9,817	1,428	43	23,478	...	...	...	...	...	...	...
...	11,004	...	10,774	807	...	22,585	225	...	...	28	22	...	275
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	792	60	78	30	...	960	...	...	...	...	...	...	...
241	23,412	634	29,156	2,265	48	55,756	225	...	...	28	22	...	275
...	800	819	410	9	...	2,038	52	...	...	48	...	...	100
1,139	2,79,182	4,526	6,756	1,883	751	2,94,242	567	...	...	355	162	...	1,084
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	9,578	562	72	145	...	10,357	24	...	...	1	12	...	37
1,139	2,89,560	5,907	7,238	2,042	751	3,06,637	643	...	...	404	174	...	1,221
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3,320	15,100	...	7,686	150	4,387	30,643	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
3,320	15,100	...	7,686	150	4,387	30,643	...	...	...	...	...	...	...
4,700	3,23,072	6,541	44,080	4,457	5,186	3,93,036	868	...	...	432	196	...	1,496
...	31,207	1,525	245	5,397	1,729	43,103	...	...	...	...	...	...	...
341	32,086	293	73	78	513	33,384	...	...	...	...	...	...	...
341	66,293	1,818	318	5,475	2,242	76,487	...	...	...	...	...	...	...
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341	66,293	1,818	318	5,475	2,242	76,487	...	...	...	...	...	...	...
5,041	3,94,365	8,359	44,398	9,932	7,428	4,69,523	868	...	...	432	196	...	1,496

EDUCATION, GENERAL,

Return of Expenditure on Public Instruction in the Province

Objects of expenditure.	Public institutions—*concld.*						
	Under private management.						
	Aided by Government or by Local Funds or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education ... English	...	...	...	...	...	...	...
Colleges for Professional Training	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
SECONDARY SCHOOLS.							
School Education, General. — For Boys— High Schools	24,446	610	627	1,99,435	24,007	9,475	2,58,200
Middle Schools ... ... English ...	4,125	81,619	624	1,34,843	59,210	9,874	20,345
Vernacular ...	27,784	23,770	290	60,828	18,007	3,123	33,802
For Girls— High Schools	4,400	360	440	580	1,024	55	6,859
Middle Schools ... ... English ...	90	...	60	...	264	1,440	1,854
Vernacular ...	2,078	1,648	1,405	1,024	2,020	519	8,694
Total	62,923	1,08,007	3,446	3,96,310	1,04,582	24,486	6,99,754
PRIMARY SCHOOLS.							
For Boys ... Upper Primary	12,693	1,07,183	2,977	1,70,175	26,330	8,473	3,27,831
Lower ,, ...	27,656	1,98,831	7,935	4,24,349	59,872	74,618	7,93,261
For Girls ... Upper ,, ...	4,554	1,818	1,962	890	3,839	2,751	15,814
Lower ,, ...	6,847	41,450	2,579	1,753	3,542	5,750	61,930
Total	51,750	3,49,292	15,453	5,97,167	93,582	91,092	11,98,336
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters for Native Schools. — (1) For Secondary School Teachers — Male ...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...
(2) For Primary School Teachers	2,223	...	...	...	...	419	2,642
(3) For Indigenous School Teachers	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Technical and Industrial Schools. — Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Industrial Schools	...	4,359	...	399	...	1,458	6,216
Agricultural Schools	...	...	...	...	...	...	...
Other Schools — Madrasas	1,632	4,770	311	13,139	7,069	3,890	30,811
Tols	2,598	7,604	777	3,595	5,680	7,280	27,534
Total	6,453	16,733	1,088	17,133	12,749	13,047	67,203
Total of Direct Expenditure	1,21,126	4,74,032	19,987	10,10,610	2,10,913	1,28,625	19,65,293
INDIRECT EXPENDITURE.							
Buildings	30,891	1,04,813	1,073	2,813	33,931	30,852	2,03,471
Furniture and apparatus (special grants only)	8,686	3,990	361	183	1,882	5,166	20,268
Total	39,577	1,08,803	1,434	2,996	34,913	36,018	2,23,741
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,, ...	...	...	...	...	...	...	...
Special Schools other than Training Schools ...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical ,, ...	...	...	...	...	...	...	...
Miscellaneous— Hostel charges	...	...	...	...	...	...	...
Charges for examinations	...	...	...	...	...	...	...
Prizes and rewards	...	...	...	...	...	...	...
Payments to private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total of Indirect Expenditure...	39,577	1,08,803	1,434	2,996	34,913	36,018	2,23,741
Total Expenditure on Public Instruction... ...	1,60,703	5,82,835	21,421	10,13,606	2,45,826	1,64,643	21,89,034

TABLE No. IV—*concld.*

of Eastern Bengal and Assam for the official year 1906-1907.

Unaided.				Total expenditure from								
								All other sources.				
									Public.			
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Private.	Native States.	Imperial contribution.	Grand total.	Remarks.
30	31	32	33	34	35	36	37	38	39	40	41	42
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
25,305	5,125	15,816	46,246	87,080	...	...	56,438	31,262	...	...	1,74,780	
...	...	...	...	...	...	...	...	...	...	...	...	
500	...	...	500	...	...	...	5,832	...	...	...	5,832	
25,805	5,125	15,816	46,746	87,080	...	...	61,270	31,262	...	...	1,80,612	
3,27,850	54,979	37,701	4,20,530	1,14,907	1,678	627	6,84,624	1,28,241	...	...	9,30,127	
40,611	29,840	11,377	81,828	59,057	93,358	1,193	1,87,139	1,07,373	4,469	...	4,02,605	
6,172	3,689	416	10,277	39,204	37,226	290	81,907	26,063	225	...	1,84,966	
...	...	...	...	13,346	360	440	1,605	1,548	...	...	16,799	
79	...	1,105	1,184	1,705	...	60	79	2,809	...	...	4,653	
...	502	...	502	2,078	2,440	1,465	1,102	2,866	175	...	10,156	
3,74,712	89,010	50,599	5,14,321	1,80,467	1,35,112	4,080	9,53,870	2,64,931	4,860	...	15,49,326	
1,854	1,431	2,489	5,774	20,588	1,07,983	3,844	1,73,542	38,206	608	...	3,44,771	
44,368	14,757	7,987	67,112	32,136	4,78,013	12,461	4,75,818	1,59,497	1,105	...	11,59,040	
8	421	285	714	4,554	1,818	1,962	898	6,795	...	...	16,028	
228	782	829	1,839	10,385	51,183	3,201	2,077	11,510	168	...	78,524	
46,458	17,391	11,590	75,439	67,663	6,38,997	21,468	6,52,345	2, 6,009	1,881	...	15,98,363	
...	...	...	...	10,135	...	...	...	...	...	...	10,135	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	63,833	147	...	3,162	569	...	...	67,711	
1,270	...	...	1,270	...	...	...	1,270	...	...	...	1,270	
2,001	...	...	2,001	...	...	...	2,001	...	...	...	2,001	
...	...	...	...	...	...	...	...	...	...	...	...	
1,514	...	...	1,514	...	...	...	1,514	...	...	...	1,514	
3,230	...	1,098	4,328	40,006	...	...	11,992	1,098	...	...	53,096	
...	...	...	...	29,355	...	...	6,359	2,179	...	...	37,893	
...	228	492	720	3,320	29,459	...	8,085	6,715	...	...	37,579	
...	...	...	...	...	...	...	...	...	...	...	...	
9,756	5,543	1,085	16,384	1,632	4,770	311	40,077	33,652	...	...	81,342	
1,765	3,076	12,392	17,833	2,598	7,604	777	5,360	29,023	...	...	45,367	
19,536	9,447	15,067	44,050	1,50,879	31,980	1,088	80,720	73,241	...	...	3,37,908	
4,66,511	1,20,973	93,072	6,80,556	4,86,089	8,06,089	26,636	17,51,211	5,89,443	6,741	...	3,66,209	
282	5,553	22,935	28,770	4,18,185	1,39,207	2,598	3,340	1,00,685	...	...	6,64,015	
753	745	3,708	5,206	21,288	56,076	654	1,009	13,247	...	...	71,274	
1,035	6,298	26,643	33,976	4,39,473	1,75,283	3,252	4,349	1,12,932	...	...	7,35,289	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	66,217	...	...	...	...	...	...	66,217	
...	...	...	...	1,98,139	1,41,735	858	...	...	...	...	3,40,732	
...	...	...	...	24,914	...	...	...	6,442	...	...	31,356	
...	...	...	...	2,440	1,652	...	...	...	...	...	4,094	
...	...	...	...	28,340	19,175	393	...	3,481	19	...	51,408	
...	...	...	...	5,719	7,991	36	167	653	...	...	14,566	
...	...	...	...	662	690	...	...	1,827	...	198	3,377	
...	...	...	...	2,757	...	...	...	284	...	...	3,041	
...	...	...	...	2,277	594	...	...	267	28	...	3,166	
...	...	...	...	20,598	2,193	...	89,749	28,710	...	...	1,41,230	
...	...	...	...	3,060	653	...	2,246	20	...	...	5,979	
...	...	...	...	2,624	1,829	110	115	134	...	...	4,812	
...	...	...	...	3,347	...	108	3,132	1,072	...	...	7,659	
...	...	...	...	15,235	14,336	395	705	6,629	...	...	37,360	
...	...	...	...	1,100	6,314	145	...	...	...	...	7,589	
...	...	...	...	3,77,429	1,97,224	2,045	96,114	49,519	47	198	7,22,576	
1,035	6,298	26,643	33,976	8,16,902	3,72,507	5,297	1,00,463	1,62,451	47	198	14,57,865	
4,67,546	1,27,271	1,19,715	7,14,532	13,02,991	11,78,596	31,933	18,51,674	7,51,894	6,788	198	51,24,074	

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
1.			2	3	4	5	6	7	8	9
SECONDARY SCHOOLS.										
For boys ...	Government ...	English	30	7,179	3,525	...	3,525	1,240	...	1,240
		Vernacular	16	1,218	2	...	2	205	...	205
	Local Fund ...	English	16	1,446	...	...	...	236	...	236
		Vernacular	43	2,892	...	...	...	364	...	364
	Municipal ...	English	3	984	316	...	316	279	...	279
	Native States	Vernacular	1	20	...	...	...	4	...	4
	Aided ...	English	413	42,195	5,586	...	5,586	9,113	...	9,113
		Vernacular	332	18,329	...	...	...	2,944	...	2,944
	Unaided ...	English	261	37,299	9,523	...	9,523	8,579	1	8,580
		Vernacular	28	1,942	...	...	...	321	...	321
Total			1,143	113,504	18,952	...	18,952	23,285	1	23,286
For girls ...	Government ...	English	2	202	...	18	18	...	17	17
	District or Local Fund.	Vernacular	1	120	...	...	...	...	2	2
	Aided ...	English	3	312	...	16	16	...	14	14
		Vernacular	10	657	...	...	...	...	33	33
	Unaided ...	English	1	165	...	3	3	...	8	8
		Vernacular	1	47	...	...	...	...	1	1
Total			18	1,503	...	37	37	...	75	75
Total Secondary Schools			1,161	115,007	18,952	37	18,989	23,285	76	23,361
PRIMARY SCHOOLS.										
For Boys.										
Upper Primary.	Government		39	1,650	...	...	...	3	...	3
	Local Fund		4	118	...	...	...	...	...	...
	Municipal		2	144	...	...	...	...	...	...
	Native States		1	22	...	...	...	...	...	...
	Aided		2,147	98,894	...	...	...	74	...	74
	Unaided		25	1,242	...	...	...	...	...	...
Lower Primary.	Government		44	1,107	...	...	...	...	...	...
	Local Fund		2,472	93,160	...	...	...	...	...	...
	Municipal		23	1,379	...	...	...	...	...	...
	Native States		14	354	...	...	...	...	...	...
	Aided		10,687	311,198	...	...	...	9	...	9
	Unaided		2,078	51,443	...	...	...	14	...	14
Total			17,531	560,721	...	...	...	100	...	100
For Girls.										
Upper Primary.	Aided		62	2,310	...	...	...	...	3	3
	Unaided		2	143	...	...	...	...	...	...
Lower Primary.	Government		13	585	...	...	...	...	...	...
	Local Fund		118	2,845	...	...	...	...	1	1
	Municipal		2	85	...	...	...	...	...	...
	Native States		1	13	...	...	...	...	...	...
	Aided		2,233	39,436	...	...	...	...	...	...
	Unaided		358	5,763	...	...	...	...	1	1
Total			2,789	51,180	...	...	...	...	5	5
Total Primary Schools			20,329	611,891	...	...	...	100	5	105
Grand total			21,481	726,898	18,952	37	18,989	23,385	81	23,466

GENERAL TABLE V.

Education in Eastern Bengal and Assam at the end of the official year 1906-1907.

Upper primary stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Comprising all pupils who have not passed beyond the lower primary stage.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
1,141	...	1,141	1,251	...	1,251	22	...	22	7,179	...	7,179
295	...	295	649	1	650	66	...	66	1,217	1	1,218
477	...	477	637	1	638	93	2	95	1,443	3	1,446
657	...	657	1,430	4	1,434	437	...	437	2,888	4	2,892
240	...	240	131	...	131	18	...	18	984	...	984
7	1	8	3	...	3	5	...	5	19	1	20
11,172	2	11,174	13,204	34	13,238	3,077	7	3,084	42,152	43	42,195
4,165	...	4,165	8,130	18	8,148	3,054	18	3,072	18,293	36	18,329
8,011	3	8,014	9,495	35	9,530	1,600	52	1,652	37,208	91	37,299
369	...	369	902	...	902	347	3	350	1,939	3	1,942
26,534	6	26,540	35,832	93	35,925	8,719	82	8,801	113,322	182	113,504
...	28	28	...	109	109	...	30	30	...	202	202
...	11	11	...	69	69	...	38	38	...	120	120
1	45	46	10	146	156	1	79	80	12	300	312
...	64	64	22	427	449	6	105	111	28	629	657
...	26	26	...	65	65	...	63	63	...	165	165
...	7	7	...	24	24	...	15	15	...	47	47
1	181	182	32	840	872	7	330	337	40	1,463	1,503
26,535	187	26,722	35,864	933	36,797	8,726	412	9,138	113,362	1,645	115,007
340	...	340	896	2	898	409	...	409	1,648	2	1,650
13	...	13	94	1	95	10	...	10	117	1	118
12	...	12	84	...	84	48	...	48	144	...	144
...	...	...	17	...	17	4	1	5	21	1	22
15,968	26	15,994	51,682	548	52,230	29,561	1,035	30,596	97,285	1,609	98,894
247	...	247	704	8	712	274	9	283	1,225	17	1,242
...	...	...	1,107	...	1,107	...	...	...	1,107	...	1,107
350	3	353	59,470	714	60,184	31,480	1,143	32,623	91,300	1,860	93,160
1	...	1	1,033	...	1,033	344	1	345	1,378	1	1,379
...	...	...	178	4	182	155	17	172	333	21	354
493	3	496	180,482	4,330	184,812	117,065	8,816	125,881	298,049	13,149	311,189
42	...	42	24,230	457	24,687	24,973	1,727	26,700	49,259	2,184	51,443
17,466	32	17,498	319,977	6,064	326,041	204,323	12,749	217,072	541,866	18,845	560,711
...	147	147	25	1,066	1,091	42	1,027	1,069	67	2,243	2,310
...	5	5	2	86	88	2	48	50	4	139	143
...	6	6	6	339	345	...	234	234	6	579	585
...	6	6	89	1,006	1,095	127	1,616	1,743	216	2,629	2,845
...	5	5	...	35	35	...	45	45	...	85	85
...	...	...	...	5	5	...	8	8	...	13	13
...	44	44	321	14,612	14,933	466	23,993	24,459	787	38,649	39,436
1	3	4	59	1,465	1,524	79	4,156	4,234	139	5,624	5,763
1	216	217	502	18,614	19,116	716	31,126	31,842	1,219	49,961	51,180
17,467	248	17,715	320,479	24,678	345,157	205,039	43,875	248,914	543,085	68,806	611,891
44,002	435	44,437	356,343	25,611	381,954	213,765	44,287	258,052	656,447	70,451	726,898

Return showing the Results of Prescribed Examinations in

Nature of Examination.		Number of institutions sending examinees.			
		Institutions under public management.	Aided institutions.	Other institutions.	Total.
1		2	3	4	5
Arts Colleges—					
1. Master of Arts		...	...	...	...
2. Bachelor of Arts		2	...	1	3
3. First Examination in Arts		4	...	7	11
College for Professional Training—					
Law—					
1. Bachelor of Law		...	...	...	...
Schools for General Education—					
Matriculation	Boys	(a) 28	58	100	(a) 186
	Girls	...	1	...	1
Middle School Examination	Boys	83	634	216	933
	Girls	2	7	1	10
Upper Primary Examination	Boys	97	2,309	247	2,653
	Girls	2	32	3	37
Lower „ „	Boys	1,481	7,965	433	9,879
	Girls	24	261	6	291
Schools for Special Education—					
1. Training School Examination for Masters for Native Schools.	Upper	14	...	1	15
	Lower	3	1	...	4
(a) For Secondary School Teachers	English	...	...	...	...
	Vernacular	10	...	...	10
(b) „ Primary „ „		...	...	...	...
(c) „ Indigenous „ „		...	...	...	...
2. Training School Examination for Mistresses for Native Schools.	Upper	...	...	...	...
	Lower	...	...	...	...
(a) For Secondary School Teachers	English	...	...	...	...
	Vernacular	...	...	...	...
(b) „ Primary „ „		...	...	...	...
(c) „ Indigenous „ „		...	...	...	...
3. Medical Examination		2	...	...	2
4. Examination in Engineering and Surveying		1	...	...	1
5. Sanskrit Examinations	First	...	105	113	218
	Second	...	57	63	120
6. Madrasa Examinations	First	2	14	4	20
	Second	...	6	1	7
7. Industrial School Examination		2	6	...	8

(a) The figures for Matriculation in this table differ from those given in appendix Tables LVII

RAL TABLE VI.

Eastern Bengal and Assam during the official year 1905-1906.

Number of examinees.					Number passed.					Race or creed of passed scholars.							
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Buddhists.	Parsis.	Muhammadans.	Others.
												Brahmans.	Non-Brahmans.				
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
159	...	71	...	230	33	...	8	...	41	...	...	13	27	...	...	1	...
200	...	548	...	748	125	...	173	...	278	...	...	50	216	...	...	12	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
453	496	839	23	1,811	323	284	504	8	1,119	...	...	371	65	1	...	96	2
...	2	...	...	2	...	1	...	...	2	...	...	...	2	...	...	...	...
680	4,362	2,736	...	7,777	519	3,379	1,990	...	5,888	...	20	1,152	3140	28	...	1,536	12
7	13	2	...	22	4	10	2	...	16	...	7	1	8	...	...	...	...
705	10,444	3,161	...	14,310	600	7,815	2,495	...	10,910	1	16	1,468	5,614	64	...	3,688	19
7	75	14	...	96	3	50	7	...	79	...	22	12	29	...	...	5	1
5,217	29,593	3,869	...	38,679	3,092	21,348	2,835	...	27,286	4	82	2,381	12,745	138	...	11,734	191
81	555	35	...	671	65	439	23	...	518	...	38	74	342	...	...	59	5
82	5	...	...	87	49	...	...	...	49	...	1	4	24	...	...	20	...
87	...	2	...	89	32	...	...	...	32	...	...	4	15	...	...	13	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
97	...	...	10	107	72	...	...	1	72	...	...	12	27	5	...	28	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
80	...	...	...	80	55	...	...	...	55	...	2	...	50	...	...	3	...
200	...	...	...	200	141	...	...	...	141	...	...	41	88	...	...	12	...
...	389	340	2	731	...	154	91	...	241	...	...	191	50	...	...	...	...
...	157	139	...	296	...	65	36	1	102	...	...	88	14	...	...	...	...
117	80	34	...	231	56	78	7	...	141	...	...	...	...	...	...	141	...
...	18	1	...	19	...	9	1	...	10	...	...	...	...	...	...	10	...
24	103	...	...	127	9	60	...	...	69	...	...	12	55	...	...	2	...

and LVIII and in those tables the figures for the Madrassas have not been included.

Return showing the Distribution of Local Fund and Municipal Expenditure on

Objects of expenditure.	Expenditure of Local Fund Boards on public										
	In institutions managed by Local Fund Boards.										
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SECONDARY SCHOOLS.											
School education, general. — For boys— High Schools ... English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools ... English	16	1,446	1,450	1,187	...	11,616	...	6,902	1,428	...	19,989
Middle Schools ... Vernacular	43	2,892	2,656	2,139	...	11,004	...	10,774	807	43	22,585
For girls— High Schools	...	...	...	...	...	...	...	...	...	...	...
Middle Schools English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools Vernacular	1	120	109	77	...	792	60	78	30	...	960
Total	60	4,458	4,215	3,403	...	23,412	60	17,754	2,265	43	43,534
PRIMARY SCHOOLS.											
For boys ... Upper Primary	4	118	115	91	...	800	...	129	...	...	929
For boys ... Lower ,,	2,472	92,375	88,710	63,545	1,099	279,019	...	5,403	1,888	751	288,160
,, girls ... Upper ,,	...	...	...	...	...	...	...	...	...	...	...
,, girls ... Lower ,,	118	2,845	2,743	2,050	...	9,472	312	72	145	...	10,001
Total	2,594	95,338	91,568	65,689	1,099	2,89,291	312	5,604	2,033	751	2,99,090
SCHOOLS FOR SPECIAL INSTRUCTION.											
School education, special. — Training Schools for Masters for Native Schools	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses for Native Schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. — Law Schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. — Medical Schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. — Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. — Industrial Schools ...	7	423	495	379	3,320	15,100	...	7,686	150	4,387	30,643
Technical and Industrial Schools. — Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. — Other Schools	...	...	...	...	...	...	...	...	...	...	...
Total	7	423	495	379	3,320	15,100	...	7,686	150	4,387	30,643
Buildings	...	...	...	...	...	34,175	...	...	5,397	1,519	41,091
Furniture and apparatus (special grants only)	...	...	...	...	311	32,086	...	58	78	513	33,046
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Primary ,,	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	311	66,261	...	58	5,475	2,032	74,137
Grand total	2,661	1,00,219	96,278	69,471	4,730	3,94,064	372	31,102	9,923	7,213	4,47,404

AL TABLE VII.

Public Instruction in Eastern Bengal and Assam for the official year 1906-1907.

instruction.				Expenditure of Municipal Boards on public instruction.															
In institutions managed by			Total Local Fund expenditure on public instruction.	In institutions managed by Municipal Boards.											In institutions managed by			Total Municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.
The department.	Municipal Boards.	Private persons or associations.		Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local Fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The department.	Local Fund Boards.	Private persons or associations.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,068	...	610	1,678	1	547	500	408	241	...	...	8,487	...	5	8,733	...	...	627	627	2,305
123	...	81,611	93,358	2	437	342	321	...	574	...	2,915	...	...	3,489	...	...	654	1,198	94,556
2,502	...	23,770	37,276	...	...	...	...	...	...	...	...	...	...	...	...	...	290	290	37,566
...	...	360	360	...	...	...	...	...	...	...	...	...	...	...	...	...	440	440	800
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	60	60
...	...	1,648	2,440	...	...	...	...	...	...	...	...	...	...	...	...	60	1,105	1,465	3,905
3,693	...	1,08,007	1,35,112	3	984	892	729	241	574	...	11,402	...	5	12,222	...	60	3,446	4,080	1,39,192
...	...	1,07,183	107,983	2	144	136	112	...	819	...	281	9	...	1,109	48	...	2,977	3,844	1,11,827
...	163	1,78,831	4,78,013	23	2,164	2,143	1,594	40	4,526	163	1,353	...	...	6,082	...	...	7,935	12,461	4,90,474
...	...	1,818	1,818	...	...	...	...	...	...	...	...	...	...	...	...	...	1,962	1,962	3,780
145	106	41,460	51,183	2	85	65	41	...	250	105	...	...	...	356	60	312	2,579	3,201	54,384
145	269	3,49,292	6,38,997	27	2,393	2,345	1,747	41	5,595	269	1,834	9	...	7,547	108	312	15,453	21,468	6,60,465
147	...	...	147	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	147
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2,389	19,459	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19,459
...	...	2,770	4,770	...	...	...	...	...	...	...	...	...	...	...	...	...	311	311	5,081
...	...	7,604	7,604	...	...	...	...	...	...	...	...	...	...	...	...	...	777	777	8,381
147	...	16,833	31,980	...	...	...	...	...	...	...	...	...	...	...	...	...	1,088	1,088	33,068
187	32	1,04,813	1,39,220	...	...	...	...	...	1,525	32	215	...	210	2,012	...	...	1,073	2,598	1,41,805
...	...	3,990	35,076	...	...	...	...	30	293	...	15	...	...	338	...	...	361	654	36,730
...	...	...	1,41,725	...	...	...	...	...	...	...	...	...	...	...	...	...	...	858	1,42,583
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1,654	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,654
...	...	...	19,175	...	...	...	...	...	...	...	...	...	...	...	...	...	...	393	19,568
...	...	...	7,991	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36	8,027
...	...	...	1,284	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,284
...	...	...	25,395	...	...	...	...	...	...	...	...	...	...	...	...	...	...	758	26,153
187	32	10,803	3,72,507	...	...	...	...	30	1,818	32	260	...	210	2,330	...	...	1,434	5,297	3,77,804
4,172	301	5,82,835	11,78,596	30	3,377	3,237	2,476	311	7,987	301	13,296	9	215	22,119	108	372	21,421	31,933	12,10,529

EDUCATION, GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for official year 1906-1907.

Class of hostels or boarding-houses.		Number of		Number of boarders who are students of				Expenditure from					Remarks.
		Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or Municipal Funds	Subscriptions and endowments.	Fees.	Total Expenditure.	
1		2	3	4	5	6	7	8	9	10	11	12	13
								Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government,	For males	27	740	106	376	...	258	12,985	620	3,737	10,339	27,676	
	„ females	...	...	...	...	...	...	...	...	...	...	...	
	Total ...												
2. Managed by Local or Municipal Boards.	For males	2	59	...	25	...	34	...	1,143	...	1,263	2,406	
	„ females	...	...	...	...	...	...	...	...	...	...	...	
	Total ...												
3. Aided by Government, or by Local, or Municipal Boards.	For males	16	485	69	221	36	159	5,748	410	1,374	23,948	31,480	
	„ females	2	32	...	32	...	...	1,865	...	23	1,446	3,334	
	Total ...												
4. Unaided ...	For males	92	1,741	76	1,200	325	140	...	...	17,648	52,664	70,312	
	„ females	3	136	...	89	47	...	...	...	5,928	94	6,022	
	Total ...												
Total for males ...		137	3,025	25	1,822	361	591	18,733	2,173	22,759	88,209	1,31,874	
Total for females ...		5	168	...	121	47	...	1,865	...	5,951	1,540	9,356	
Grand total		142	3,193	251	1,943	408	591	20,598	2,173	28,710	91,749	1,41,230	

GENERAL TABLE (EUROPEAN) III.

EDUCATION, GENERAL

EUROPEAN

Return of Schools and Scholars of European Schools in

Class of Institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
School Education, General.																
Secondary Schools.																
For Boys—																
High Schools .. English ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools .. English ..	..	..	..	..	..	..	..	..	..	..	..	..	3	237	215	185
Middle Schools .. Vernacular ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total for boys' schools ..	..	..	..	..	..	..	..	..	..	..	..	..	3	237	215	185
For Girls—																
Middle Schools .. English ..	..	..	..	..	..	..	..	..	..	..	..	..	1	148	142	128
Middle Schools .. Vernacular ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total for girls' schools ..	..	..	..	..	..	..	..	..	..	..	..	..	1	148	142	128
Grand total Secondary Schools for boys and girls.	..	..	..	..	..	..	..	..	..	..	..	..	4	385	357	313
Primary Schools.																
For boys—																
Upper Primary	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Lower ,, ...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Primary Schools for boys ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
For Girls—																
Upper Primary	1	19	22	19	..	..	..	..	..	..	..	..	1	21	13	3
Lower ,, ...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Primary Schools for girls ..	1	19	22	19	..	..	..	..	..	..	..	..	1	21	13	3
Grand total of Primary Schools for boys and girls.	1	19	22	19	..	..	..	..	..	..	..	..	1	21	13	3
School Education, Special.																
Schools for Special Instructions.																
Training Schools—																
(*a*) For Masters	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(*b*) For Mistresses	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools of Art	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Industrial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools. Madrasas	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools. Reformatory Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools. *Miscellaneous Schools* ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total of Schools of Public Instruction.	1	19	22	19	..	..	..	..	..	..	..	..	5	406	370	316

Private Institutions ..

1. Advanced, teaching—
   - (*a*) Arabic or Persian .. ..
   - (*b*) Sanskrit .. ..
   - (*c*) Any other Oriental Classic .. ..
2. Elementary, teaching—a Vernacular only or mainly .. For boys .. .. / ,, girls .. ..
3. Elementary, teaching—the Koran .. .. .. For boys .. .. / ,, girls .. ..
4. Other Schools not conforming to Departmental Standards ... For boys .. .. / ,, girls .. ..

Total ..

Grand total for 1906-1907 ..

ABLE No. III.

DUCATION.

Eastern Bengal and Assam for the official year 1906-1907.

management.						Number of Scholars on the 31st of March learning—										
Unaided.						English.			A classical language.			A vernacular language.				
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of Institutions.	Grand total of scholars on the 31st of March.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Number of girls in boys' schools.	Number of boys in girls' schools.
18	19	20	21	22	23	24a	24b	24	25a	25b	25	26a	26b	26	27	28
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	3	237	158	79	237	18	16	34	68	..	68	79	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	3	237	158	79	237	18	16	34	68	..	68	79	..
..	..	..	..	1	148	32	116	148	..	..	..	..	..	..	..	32
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	1	148	32	116	148	..	..	..	..	..	..	..	32
..	..	..	..	4	385	190	195	385	18	16	34	68	..	68	79	32
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	2	40	18	22	40	..	..	..	..	..	..	..	18
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	2	40	18	22	40	..	..	..	..	..	..	..	18
..	..	..	..	2	40	18	22	40	..	..	..	..	..	..	..	18
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

EDUCATION, GENERAL TABLE IIIA.

[Approved in Director's letter No. 7508, dated 19th May 1906.]

For the European Schools in Eastern Bengal and Assam for 1906-1907.

Number of Scholars on the 31*st March* 1907, *classified according to Sex, Race, or Creed.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahman.	Non-Brahman.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys—									
High Schools { Male ...	...	...	...	...	...	...	...	...	...
High Schools { Female ...	...	...	...	...	...	...	...	...	...
Middle Schools—									
English ... { Male ...	143	1	2	...	12	...	...	...	158
English ... { Female ...	79	...	...	...	...	...	...	...	79
Vernacular ... { Male ...	...	...	...	...	...	...	...	...	...
Vernacular ... { Female ...	...	...	...	...	...	...	...	...	...
For Girls—									
High Schools { Male ...	...	...	...	...	...	...	...	...	...
High Schools { Female ...	...	...	...	...	...	...	...	...	...
Middle Schools—									
English ... { Male ...	32	...	...	...	...	...	...	...	32
English ... { Female ...	116	...	...	...	...	...	...	...	116
Vernacular ... { Male ...	...	...	...	...	...	...	...	...	...
Vernacular ... { Female ...	...	...	...	...	...	...	...	...	...
Total ...	370	1	2	...	12	...	...	...	385
Primary School.									
For Boys { Male ...	...	...	...	...	...	...	...	...	...
For Boys { Female ...	...	...	...	...	...	...	...	...	...
For Girls { Male ...	18	...	...	...	...	...	...	...	18
For Girls { Female ...	22	...	...	...	...	...	...	...	22
Total ...	40	...	...	...	...	...	...	...	40

EDUCATION, GENERAL TABLE IIIA—*contd.*

For the European Schools in Eastern Bengal and Assam for 1906-1907.

Number of Scholars on the 31*st March* 1907, *classified according to Sex, Race, or Creed.*

		Europeans and Eurasians.	Native Christians.	Hindus.		Mahammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahman.	Non-Brahman.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—SPECIAL.										
Schools for Special Instruction.										
Training Schools.	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Schools of Arts	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medical Schools	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Engineering or Surveying Schools.	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools.	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Commercial Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Agricultural School ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
		...	...	...	...	...	...	...	...	...
Other Schools — Madrasas	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Other Schools — Reformatory schools.	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
		...	...	...	...	...	...	...	...	...
Other Schools — Micellaneous schools.	Male ...	...	...	...	...	...	...	...	...	...
	female ...	...	...	...	...	...	...	...	...	...
Total of Schools Public Instruction.		410	1	2	...	12	...	...	...	425

EDUCATION, GENERAL TABLE IIIA—*concld.*

For the European Schools in Eastern Bengal and Assam for 1906-1907.

Number of Scholars on the 31*st March* 1907, *classified according to Sex, Race, or Creed.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahman.	Non-Brahman.				
1	2	3	4	5	6	7	8	9
PRIVATE INSTITUTIONS.								
1. Advanced, Teaching—								
(*a*) Arabic or Persian. Male ...	...	...	...	...	...	...	...	...
(*a*) Arabic or Persian. Female ...	...	...	...	...	...	...	...	...
(*b*) Sanskrit... Male ...	...	...	...	...	...	...	...	...
(*b*) Sanskrit... Female ...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Male ...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Female ...	...	...	...	...	...	...	...	...
2. Elementary, Teaching— A—Vernacular only or mainly—								
For boys ... Male ...	...	...	...	...	...	...	...	...
For boys ... Female ...	...	...	...	...	...	...	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...
For girls ... Female ...	...	...	...	...	...	...	...	...
3. Elementary, Teaching— The Koran only—								
For boys ... Male ...	...	...	...	...	...	...	...	...
For boys ... Female ...	...	...	...	...	...	...	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...
For girls ... Female ...	...	...	...	...	...	...	...	...
4. Other Schools not conforming to Departmental Standards —								
For boys ... Male ...	...	...	...	...	...	...	...	...
For boys ... Female ...	...	...	...	...	...	...	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...
For girls ... Female ...	...	...	...	...	...	...	...	...
Total of Private Institutions...	...	...	...	...	...	...	...	...
Grand Total for 1906-07	410	1	2	...	12	...	...	425

GENERAL TABLE IV.

EUROP

Return of Expenditure on Public Instruction in European sch

Objects of expenditure.	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
Collegiate Education. — English	...	...	...	...	...	...	...
Colleges for Professional Training	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Secondary Schools.							
School Education, General. — For Boys— High Schools	...	...	...	...	...	...	...
Middle Schools — English	...	...	...	...	...	...	...
Middle Schools — Vernacular	...	...	...	...	...	...	...
For Girls— Middle Schools — English	...	...	...	...	...	...	...
Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Primary Schools.							
For Boys— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
For Girls— Upper Primary	2,617	...	...	479	...	...	3,096
Lower ,,	...	...	...	...	...	...	...
Total	2,617	...	...	479	...	...	3,096
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters for Native Schools. (1) For Secondary School Teachers — Male	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...
(2) For Primary School Teachers	...	...	...	...	...	...	...
(3) For Indigenous School Teachers	...	...	...	...	...	...	...
Training Schools for Mistresses for Native Schools. (1) For Secondary School Teachers — Male	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...
(2) For Primary School Teachers	...	...	...	...	...	...	...
(3) For Indigenous School Teachers	...	...	...	...	...	...	...
Technical and Industrial Schools. — Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total of Direct Expenditure	2,617	...	...	479	...	...	3,096
INDIRECT EXPENDITURE.							
Buildings	9,541	...	...	...	...	...	9,541
Furniture and Apparatus (special grants only)	53	...	...	...	...	...	53
Total	9,594	...	...	...	...	...	9,594
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical ,,	...	...	...	...	...	...	...
Miscellaneous— Hostel charges	...	...	...	...	...	...	...
Charges for examinations	...	...	...	...	...	...	...
Prizes and rewards	...	...	...	...	...	...	...
Charges for European cadets	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total of Indirect Expenditure	9,594	...	...	...	...	...	9,594
Total Expenditure on Public Instruction	12,211	...	...	479	...	...	12,690

CATION, GENERAL TABLE IV.

Eastern Bengal and Assam for the official year 1906-1907.

Public Institutions.

Under public management.

Managed by Local Funds and Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other source.	Total.	Native States revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

EUROP

Return of Expenditure on Public Instruction in European scho

Objects of expenditure.	Public Institutions—*concld.*						
	Under private management.						
	Aided by Government or by Local Funds or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
Collegiate Education — English	...	...	...	...	...	...	...
Colleges for Professional Training	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Secondary Schools.							
School Education, General. — For boys— High Schools	...	...	...	...	...	...	...
Middle Schools — English	4,174	...	...	2,428	3,349	68	10,019
Middle Schools — Vernacular	...	...	...	...	...	...	...
For Girls— Middle Schools — English	2,186	...	...	65	678	...	2,929
Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	6,360	...	...	2,493	4,027	68	12,948
Primary Schools.							
For Boys— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
For Girls— Upper Primary	348	...	...	36	913	...	1,297
Lower ,,	...	...	...	...	...	...	...
Total	348	...	...	36	913	...	1,297
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters for Native Schools. — (1) For Secondary School Teachers — Male	...	...	...	...	...	...	...
(1) For Secondary School Teachers — Female	...	...	...	...	...	...	...
(2) For Primary School Teachers	...	...	...	...	...	...	...
(3) For Indigenous School Teachers	...	...	...	...	...	...	...
Training Schools for Mistresses for Native Schools. — (1) For Secondary School Teachers — Male	...	...	...	...	...	...	...
(1) For Secondary School Teachers — Female	...	...	...	...	...	...	...
(2) For Primary School Teachers	...	...	...	...	...	...	...
(3) For Indigenous School Teachers	...	...	...	...	...	...	...
Technical and Industrial Schools. — Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total of Direct Expenditure	6,708	...	...	2,529	4,940	68	14,245
INDIRECT EXPENDITURE.							
Buildings	4,447	...	...	...	212	9,592	14,251
Furniture and Apparatus (special grants only)	...	...	...	...	377	...	377
Total	4,447	...	...	...	589	9,592	14,628
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical ,,	...	...	...	...	...	...	...
Miscellaneous— Hostel charges	...	...	...	...	...	...	...
Charges for examinations	...	...	...	...	...	...	...
Prizes and rewards	...	...	...	...	...	...	...
Charges for European cadets	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total of Indirect Expenditure	4,447	...	...	...	589	9,592	14,628
Total Expenditure on Public Instruction	11,155	...	...	2,529	5,529	9,660	28,873

EDUCATION, GENERAL TABLE IV—*concld.*

in Eastern Bengal and Assam for the official year 1906-1907.

Unaided.				Total expenditure from								
								All other sources.				
									Public.			
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Private.	Native States.	Imperial contribution.	Grand total.	Remarks.
30	31	32	33	34	35	36	37	38	39	40	41	42
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	4,174	...	...	2,428	3,417	...	...	10,019	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2,186	...	...	65	678	...	...	2,929	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	6,360	...	...	2,493	2,193	...	...	12,948	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2,965	...	...	515	913	...	...	4,393	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2,965	...	...	515	913	...	...	4,393	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	9,325	...	...	3 008	5,008	...	...	17,341	
...	...	...	...	13,988	...	...	...	9,804	...	...	23,792	
...	...	...	...	53	...	...	...	377	...	...	430	
...	...	...	...	14,041	...	...	...	10,181	...	...	24,222	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,120	...	...	947	12,460	...	...	14,527	
...	...	...	...	96	...	...	...	88	...	...	184	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	132	...	...	...	...	...	...	132	
...	...	...	...	418	...	...	...	542	...	...	960	
...	...	...	...	1,766	...	...	947	13,090	...	...	15,803	
...	...	...	...	15,807	...	...	947	23,271	...	...	40,025	
...	...	...	...	25,132	...	...	3,955	28,279	...	...	57,36	

Return of the Stages of Instruction of Pupils in Public European Schools for Secondary and

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation Examination of an equivalent standard.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
SECONDARY SCHOOLS. (*English and Vernacular.*)								
For boys ... Government ... English	...	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	...	...	...	...	...
District Fund... English	...	...	...	...	...	...	...	...
District Fund... Vernacular	...	...	...	...	...	...	...	...
Municipal ... English	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States English	...	...	...	...	...	...	...	...
Native States Vernacular	...	...	...	...	...	...	...	...
Aided ... English	...	3	237	2	2	4	15	9	24
Aided ... Vernacular	...	...	...	...	...	...	...	...	...
Unaided ... English	...	...	...	...	...	...	...	...	...
Unaided ... Vernacular	...	...	...	...	...	...	...	...	...
Total ...		3	237	2	2	4	15	9	24
SECONDARY SCHOOLS. (*English and Vernacular.*)								
For girls ... Government ... English	...	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	...	...	...	...	...
District Fund... English	...	...	...	...	...	...	...	...
District Fund... Vernacular	...	...	...	...	...	...	...	...
Municipal ... English	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States... English	...	...	...	...	...	...	...	...
Native States... Vernacular	...	...	...	...	...	...	...	...
Aided ... English	...	1	148	...	...	...	10	10
Aided ... Vernacular	...	...	...	...	...	...	...	...
Unaided ... English	...	...	...	...	...	...	...	...
Unaided ... Vernacular	...	...	...	...	...	...	...	...
Total ...		1	148	...	...	...	10	10
Total Secondary Schools for boys and girls ...		4	385	2	2	4	15	19	34
Upper Primary schools for girls ... Government	...	1	19	...	...	...	...	...	...
Upper Primary schools for girls ... Aided	...	1	21	...	...	...	...	...	...
Total Upper Primary Schools for girls ...	...	2	40	...	...	...	...	...	...
Grand total for 1906-1907 ...	...	6	425	2	2	4	15	19	34

RAL TABLE V.

EDUCATION.

Primary Education in Eastern Bengal and Assam at the end of the official year 1906-1907.

Upper primary stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Comprising all pupils who have not passed beyond the lower primary stage.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
43	26	69	98	42	140	...	...	...	158	79	237
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
43	26	69	98	42	140	...	...	...	158	79	237
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	25	25	32	81	113	...	...	...	32	116	148
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	25	25	32	81	113	...	...	...	32	116	148
43	51	94	130	123	253	...	...	...	190	195	385
3	5	8	5	6	11	...	...	...	8	11	19
5	1	6	5	10	15	...	...	...	10	11	21
8	6	14	10	16	26	...	...	...	18	22	40
51	57	108	140	139	279	...	...	...	208	217	425

Extract from the Proceedings of the Lieutenant-Governor of Eastern Bengal and Assam in the Education Department, No. 480E., dated 4th March 1908.

READ—

Report on the Progress of Education in Eastern Bengal and Assam during the quinquennial period, 1901-1902—1906-1907.

RESOLUTION.

Preliminary remarks.

THE report on public instruction in Assam and the transferred districts of Bengal for the period 1901-1902 to 1906-1907 has been prepared by Mr. J. N. Roy, of the Provincial Civil Service, under the orders of the Director of Public Instruction. It contains an admirable account of progress during the quinquennium and of the educational system as it now stands. The period since a Lieutenant-Governorship was created for Eastern Bengal and Assam has been one of exceptional educational activity. Sir Bampfylde Fuller, who was an ardent educationalist and who had introduced many important reforms in Assam, regarded the development of education in the new province, in many respects hitherto neglected, as one of his principal duties, and he initiated and gave a direction to many of the measures which are being now worked out. Numerous and important schemes which arose from the Simla Conference, and which affect all branches of instruction, are still in process of evolution; and finally the creation of a separate Government for the eastern districts aroused among the Muhammadan population a new zeal for education.

The Educational services.

2. The organization of the educational services has occupied the attention of Government ever since the formation of the new province, and it has been necessary to work out complicated schemes, which have not yet been finally sanctioned. The principal elements of which account had to be taken were the division of existing posts between Bengal and the transferred districts, the numerous additions to the cadre resulting from the increase of the inspectorate in accordance with the principles adopted on the advice of the Simla Conference, the proposed provincilization of sub-inspectors serving under District Boards, the absorption of the Assam posts into the general cadre, and the improvement of the position of officers of the Provincial and Subordinate services. The ranks of the Indian Educational Service are to be reinforced to provide more inspectors and professors; schemes for amalgamated and enlarged Provincial and Subordinate services have been submitted to the Government of India; and the reorganization of the Lower Subordinate Service, as sanctioned by the Secretary of State, is now being carried out. The Director remarks that the Lower Subordinate scheme is not in all respects satisfactory, and the further reorganization of the services is under consideration in connection with the improvement of secondary schools. The increase in the inspectorate is being effected gradually, the additional subordinate inspecting agency being recruited at the rate of one-third of the sanctioned number in each year.

Collegiate education.

3. At the time the new province was created, both Assam and the transferred districts of Bengal were ill provided with facilities for sound collegiate education, and this became more apparent when the Regulations of the Calcutta University inaugurated a higher standard of training and instruction. The province started with State colleges of the first grade at Dacca and Rajshahi, and of the second grade at Chittagong and Gauhati. There were also seven private colleges, one (Brajamohon College, Barisal) of the first grade, and the remainder, situated at Dacca (Jagannath College), Mymensingh, Tangail (Mymensingh district), Pabna, Comilla, and Sylhet, of the second grade. In none of these institutions was the standard of education of the high level now contemplated by the University Regulations, and the majority of the second grade colleges were of the poor type condemned by the Universities Commission. The importance of increasing the efficiency and extending the scope of the local colleges was fully recognised by Government, and the improvement of collegiate education has occupied an important place in its programme. The Government colleges are all undergoing a reform so thorough as to amount to a transformation. The Dacca College has been provided with a group of splendid buildings situated in extensive grounds which face the site for the new Government House. The buildings are nearly completed, and when they are ready the college will be housed in a manner fully worthy of the premier educational institution of a great province. The buildings and laboratories are being fitted and equipped in a thorough and modern style, according fully with the requirements of the University. The

college already has a fair library and the grant for its improvement and maintenance has been increased. The staff is being greatly strengthened, a second Indian Educational officer has been engaged, and the appointment of four more has been sanctioned. When these arrive, the staff proposed will comprise six European and twelve Indian Professors, in addition to demonstrators and lecturers. Quarters for 200 students and residences for two European and two Indian Professors have been, or are being, built, and another large hostel, with a residence for a professor, is to be provided for Muhammadan students. Extensive additions are being made to the grounds, lecture rooms, laboratories and hostel accommodation of the Rajshahi College, and the staff is being increased so as to comply with the University Regulations for a well-equipped college of the first grade. A comprehensive scheme is at present under consideration for removing the Chittagong College to a new and excellent site and for providing it with buildings, hostels and staff suitable for a first-grade college with literary and scientific courses. The Cotton College at Gauhati, which has had great success as a second-grade institution, is to be raised to the first grade, and a scheme has been framed for adding to the accommodation, improving the equipment, and strengthening the staff. The private colleges are also endeavouring to rise to the new standard set before them by the University; and Government is aiding them, as far as possible, in the task. The former proprietor of the Jagannath College has vested the institution in trustees who have formed a strong council for its government. The Lieutenant-Governor has arranged to make to the trustees a capital grant of Rs. 85,000 and a recurring grant of Rs. 1,000 a month. With this aid the college authorities are acquiring a large addition to the site, and will add to and improve their accommodation, equipment and staff. They are also applying to the University for affiliation in several subjects up to the B. A. standard. Similar aid is being extended to the Victoria College at Comilla and to the Pabna College. Government also proposes, in accordance with the wishes of the proprietor, to take over the management of the Murarichand College at Sylhet, which will be greatly improved and maintained as a second-grade college until local conditions justify its expansion. The Lieutenant-Governor is watching the development of these schemes with the greatest interest, and he hopes that before long the province will enjoy the services of a set of State and private colleges adequate for its needs and well adapted to give a sound and useful training to its young men. The students of Eastern Bengal and Assam show special liking and aptitude for scientific studies, and particular attention is therefore being paid to the development of this branch of collegiate work.

During the first four years of the quinquennium the number of students in Government Colleges declined steadily, the decrease being partly counterbalanced by a rise in the attendance at private colleges. Taking both classes of institutions together, the net fall was from 1,673 to 1,520. In 1906-1907 there was a further heavy fall in both Government and private colleges due to large failures in the University examinations. The Director discusses the causes of the decrease in the number of the pupils and considers them to be partly political The Lieutenant-Governor has no doubt that the larger and improved facilities that are being afforded, combined with the improvement of secondary schools, will ensure a renewal of the progress of higher education.

Secondary education.

4. The past few years have also witnessed a check, which is doubtless temporary, in the progress of secondary education. Although 25 new high schools for boys were opened during the quinqennium, the total number of pupils at the end of the period (about 47,000) was practically the same as at the beginning. During the first two years there was an increase, in the third year progress was arrested, and in the following two years there was a fall corresponding to the earlier rise. This was partly due to the introduction of the vernacular scheme of education, which assimilated the curricula of the lower classes in different grades of Government and aided schools and thus diminished the popularity of the more expensive high schools in which English could formerly be learnt at an earlier stage than elsewhere. The middle English schools have increased in number and attendance, the total rise in the number of pupils amounting to 10,000. Taking high and middle schools together, this figure compares unfavourably with an increase of 24,000 during the previous five years. Again, though the number of pupils in the high stage (comprising the top four classes of the secondary course) increased by more than 7,000 during the first two years of the quinquennium, there has been no considerable variations since, and the figures show a tendency to fall. It is difficult to explain why the long continued progress of English secondary education should have been arrested, and it is possible that political excitement is partly responsible. Whatever the cause may be, its operation is confined to Hindus, for the number of Muhammadan pupils in high schools rose from 7,220 to 8,869.

The Director comments on the defects of many of the high schools and in especial on the mischief resulting from the multiplication of schools beyond the requirements and the financial capacity of the locality. It must be admitted that the condition of the secondary schools of this province, and especially of the transferred districts, is in many respects unsatisfactory. While recognizing the valuable work which is done by the numerous high schools, the Lieutenant-Governor considers that the standard character of secondary education might be immensely improved by gradual and careful reform. The present system of private high schools has grown up with little guidance, assistance or control, and it is to its credit that in these circumstances, which are opposed to recognized principles in all countries, its results should have been as good as they are. The State maintains only 26 schools, themselves in need of improvement. The remaining 186 are conducted by private persons and are financed principally from the fees of the students. Government aids a certain proportion, but, as its aggregrate contribution amounts to little more than Rs. 2,000 a month, it cannot be said to play an important part in the scheme. The total annual expenditure of the private schools come to about 6¾ lakhs, and of this total 5¼ lakhs are derived from fees. The fee rates are low, averaging about one rupee a month in unaided schools, and the funds derived from them, with comparatively small additions from public and private sources, are insufficient for the maintenance of reasonable efficiency. The average monthly cost of a State high school is Rs. 806, of an aided high school Rs. 342, and of an unaided high school Rs 285. These schools do not merely teach advanced classes, but undertake the whole range of education from the alphabet to the matriculation examination. The authorities may therefore have to support a dozen or more masters as well as to maintain buildings and equipment on the slender resources indicated above. The 63 aided schools are open to departmental inspection and are subject to some degree of guidance and control, but the grants are too small to enable the Government to influence them very materially. The remaining 123 schools have hitherto stood practically by themselves. They are not necessarily open to departmental inspection, though they often welcome it and seek the advice that is as far as possible placed at their disposal. They are recognized by the University; but before the passing of the new Regulations the University was unable, and did not attempt, to control them. The position has now changed, and a brighter prospect is opened up to secondary education. The new Regulations contain a series of instructions, applicable to all high schools, which, if they are faithfully observed, will raise their level to a reasonable standard of efficiency. The whole of the high schools of the province are being inspected in detail on behalf of the University, and the Lieutenant-Governor hopes that when the Syndicate has considered the reports of the Inspectors, it will be possible to work out a scheme in consultation with the University which will put secondary education on a sounder basis. In the meantime, at the invitation of the Government of India, the Lieutenant-Governor is subjecting the staff and equipment of Government high schools to a thorough scrutiny, with a view to fitting them to serve as models for the guidance of private institutions. A scheme for training teachers for English schools is at present under development, and is mentioned in another paragraph. The middle English schools require reform in the same lines as the high schools, but they already receive a larger measure of State assistance and control. The curriculum for secondary schools has been revised, and it is hoped shortly to introduce the new course. The present curriculum is based on the scheme of 1901, which was framed with the excellent object of encouraging instruction in the mother tongue during the early years of the school course. It has been unpopular, and in general has failed to find acceptance among unaided schools. This is partly due to the anxiety which is envinced to begin the study of English as early as possible, but also partly to defects in the course itself. The vernacular and English portions were not sufficiently co-ordinated, and they do not form a well proportioned whole. The details of the curriculum were also too scientific, and parents complain that their children do not understand and benefit by what they read. The new curriculum is more simple in character and forms a harmonious course leading from the lowest classes to the matriculation standard.

The Director comments on the continued decay of middle vernacular education. The number of schools of this class diminished from 480 to 420, whilst the number of pupils remained practically stationary at 24,500. But the Eastern Bengal schools have adopted English as a voluntary subject, and have thus practically become middle English schools, whilst, the Director remarks, the total disappearance of all unaided middle vernacular schools in Assam is specially significant. The demand for vernabular teaching beyond the elementary stage continues to decline before the relative popularity of English education.

Primary education.

5. Somewhat less than one-third of the boys of school-going age are attending school. This does not imply that two-thirds grow up without any instruction, for the great majority leave school before the time at which the school-going age is calculated to end. It is probable that at least one-half of the total number of boys are sent to school, though comparatively few stay beyond the lower primary course. The increase of attendance is not inconsiderable, and during the past five years the awaking of the Muhammadan and Namasudra communities, assisted by a more liberal expenditure from public funds, has resulted in substantial progress. There are now over 600,000 boys in primary schools or classes, during the past 15 years the number increased by 150,000 and during the past 5 years by over 80,000. There is thus good reason to hope that the time is no longer far distant when the great bulk of the population will enjoy the benefits of a simple education. The Lieutenant-Governor desires that no pains may be spared to hasten this achievement, and he looks to the officers of the administrative and education departments and to the District and Local Boards to co-operate to this end. The problem has two main aspects. First, the areas where, owing to the backwardness of the population, the remoteness of the locality or other causes, there are not sufficient schools to give reasonable facilities, must be surveyed and the gaps filled up. The mere multiplication of schools will not, however, solve the problem, and where it connotes weak schools with badly-paid *gurus*, such multiplication is in itself a serious evil. Primary education is less widely diffused in the Dacca Division, which has a school to every two square miles, than in the Chittagong Division with a school to every three. The progress of the past decade has been in the direction of concentration, and in spite of the large increase in the number of pupils, there has been a small decrease in the number of primary schools. Maps showing the situation of schools, which have been prepared under the orders of the Director of Public Instruction should greatly assist inspecting officers in advising where new schools are required, and where, on the contrary, concentration is needed. In places where schools are already sufficiently numerous, their location and other elements of popularity should be tested; influence should be brought to bear on those who should, but do not, use them, and every encouragement should be given to the growing interest which villagers are taking in the education of their children. Rajshahi is at present the most backward division in the province and special attention should be devoted to it.

It is impossible to speak with satisfaction of the quality of the primary education of Eastern Bengal. The defects of the indigenous schools are notorious, and the endeavours that have been made during half a century to base an efficient system of public elementary instruction on them have met with little success. The enormous number of schools to be dealt with, and the consequent difficulty of finding funds to train and support teachers, to provide suitable buildings and equipment, and to maintain an adequate system of inspection, have proved insurmountable obstacles. With the aid of subventions from Imperial and Provincial Revenues, a scheme of gradual improvement was inaugurated during the quinquennium which provides for the establishment of a network of superior primary schools throughout the districts. Their situation will be carefully considered with regard to local needs, and it is at present in contemplation to create one school on an average for nine square miles of country. Adequate buildings will in the first place be provided. As a beginning, a large grant was made to District Boards in 1905-1906, and many buildings have been completed or are in progress of erection. Another large grant was given out in the current year, to be chiefly expended on buildings for these improved schools. The scheme is regarded as one of the utmost importance, but its completion, even on a limited scale, will depend upon the possibility of securing funds for the purpose. At present the *gurus* of lower primary schools receive a dole from public funds which amounts to about Rs. 2 or Rs. 3 a month; the masters of the improved schools will be granted more liberal aid with a view to induce better qualified men to adopt the career of a village schoolmaster. At the same time arrangements have been made, alluded to in another paragraph of this Resolution, to train candidates for these posts, and eventually no master will be admitted to the advantages of the improved school system unless he has successfully passed through the prescribed course of training. The *gurus* of the existing *pathsalas* are subject to very little control. Under the new scheme the masters of the improved schools will be placed under closer supervision exercised through District Boards, local committees and a strengthened inspecting agency. Reform is also needed in the primary school curriculum. Too great stress has been laid on instruction in elementary science, and the readers are on the whole somewhat abstruse and difficult for the children to understand. The complaint is also made that the text books written by cultured Hindus are in some respects unsuitable for the children of Muhammadan peasants who form the bulk of the pupils in the rural

schools. These questions are under the consideration of the Director of Public Instruction, and the Lieutenant-Governor hopes that the introduction of an improved curriculum and more suitable readers will increase both the popularity and utility of the elementary schools.

The primary schools of Assam are more efficient than those of Eastern Bengal. An important reform was effected in 1903-1904 in the assumption by Local Boards of the direct management of the aided schools of the plains, the majority of which were started by ex-pupils and are not based on any indigenous system. There are some 2,000 of these schools. Considerable expenditure has been incurred on the buildings which are now in general of a suitable type, and their equipment is also better than in the schools of Bengal. The teachers are remunerated by fixed salaries, supplemented by a capitation allowance based on the number of boys in the upper classes. The improvement most needed at the present time is the provision of trained teachers, and training schools have been opened gradually to supply this need. Mr. Barrow, Inspector of Schools, contributes an interesting monograph on education in the hill districts. Missionaries have been the pioneers of education in these tracts, and it is still mainly in their hands. Government aids the mission societies, and is gradually assuming a large share in the task by establishing State schools, by defining more strictly the terms on which grants are given, and by appointing Deputy or Sub-Inspectors of schools under the District Officer and the Education Department. These hill schools are still in an experimental stage, but on the whole they make good progress both among boys and girls.

Training of teachers.

6. Roughly speaking there are three classes of teachers whose training requires separate consideration: English teachers, vernacular teachers of secondary schools, and village schoolmasters. The English teachers of Eastern Bengal and Assam receive at present no special training. A normal college at Dacca subordinate to a proposed teachers' college at Hughli formed an item in the programme sanctioned for the old province of Bengal, and accordingly a training college has been built at Dacca with a practising school attached to it. The Dacca college will now be required to play a much more important part than the subordinate normal college of the Bengal proposals, and a new scheme has been formulated on a larger scale. In the first place considerable additions are being made to the site, and the buildings will be enlarged and adequate hostel accommodation provided. In these extended premises it is proposed to accommodate a well equipped college with about 150 students, comprising both candidates for employment and existing teachers, who will be trained for the diplomas of Licentiate and Bachelor of Teaching of the Calcutta University. The Lieutenant-Governor attaches great importance to this scheme, and looks to the new college to exercise a powerful influence on the teaching of the province.

There are five schools for the training of vernacular teachers of secondary schools, one in each division. The Eastern Bengal schools were in existence before the quinquennium and considerable improvements have been effected in them or are at present under consideration. The two Assam schools are new and have good houses, equipment and staff. These institutions receive candidates for employment as vernacular masters, but it is in contemplation to use them for training persons already employed as teachers. The course is in all cases two years; the details differ in the two parts of the province but in each case include general as well as professional instruction. On the whole the system is working well, but it has not as yet made any great impression on the vernacular teaching in secondary schools.

The system now in force for training village schoolmasters differs in Eastern Bengal and in Assam. The Bengal system of small *guru* training schools was introduced in the year 1902. At the end of the quinquennium there were 39 of these schools in existence, each with a practising school attached to it, and each adapted for the training of ten *gurus*. Steps are being taken for the increase of the numbers both of schools and of pupils in each school. The schools are at present mainly occupied in training teachers already employed. The course is for one or two years according to the initial qualifications of the pupil, and embraces both general and special instruction. The *gurus* are granted stipends which were formally at the rate of Rs. 5, and were raised during the current year to Rs. 7 a month. The Director draws an unfavourable picture of the experiment. Measures are in progress to improve the schools and, in especial, hostels are being provided which will render it easier for the *gurus* to attend; but the most serious obstacle is that the career of a village schoolmaster is so unattractive that the inducement to undergo training is insufficient. It is therefore in connection with the improved schools of the reformed scheme that the *guru* training schools are likely to find their

most useful field. The course of events in Assam has been the contrary of that in Eastern Bengal. At the beginning of the quinquennium Assam had a number of small *guru* training schools which were inefficient and were abolished in favour of a system of apprenticeship, this again proved unsuccessful and has made way for large training classes. A class of this description accommodating 60 *gurus* is attached to each of the Silchar and Jorhat training schools, and there is a separate school at Jaiaw (near Shillong) for Khasis. Government also aids a few mission training schools. The course in the Assam classes is for six months, and teachers of Board schools receive full emoluments while under training.

Schools of Engineering.

7. The successful development of schools of engineering has been an encouraging feature of the period under review. The scheme of instruction is based on that of the Sibpur College to which the various institutions of the province are affiliated. They are of three classes : first, the Dacca School of Engineering, which teaches the four years' overseer course, and has now made arrangements to give the 1½ year's additional practical training required for the foreman mechanic's certificate; secondly, five technical schools (at Barisal, Rangpur, Pabna, Rampur-Boalia and Comilla) which provide the two years' sub-overseer course; and thirdly, seven so-called " B " classes attached to high schools, which act as feeders to the higher grade institutions. It was decided in 1902 to raise the status of the Dacca school to the overseer grade, and the scheme has been carried out with great care and success. Fine buildings with adequate hostel accommodation have been erected, and they form part of the Dacca College group. The workshops and laboratories are well equipped, and the electric plant for lighting the group will form part of the educational apparatus. The old staff has been greatly strengthened, and the head master, foreman, and electrician are Europeans. The school has become highly popular, and the number of pupils (including a survey class) has risen from 140 to 304. An artizan class was added last year. The five technical schools alluded to above were founded at different periods, and are all under the management of the respective District Boards. In addition to the engineering department they have artizan, and in some cases survey, classes. The Rangpur school has an agricultural class, and the Rajshahi school classes for sericulture and weaving. There is a similar school at Mymensingh for artizans, but it has no engineering department. These schools vary in popularity and efficiency. After passing the sub-overseer's examination the students may continue the course at Dacca or Sibpur. Most of the seven "B" classes were opened at about the beginning of the quinquennium with a view to vary the curriculum of the high schools and to provide an objective other than the matriculation examination. The classes occupy the last two years of the High School course and the curriculum comprises English, mathematics, drawing and practical geometry, elementary chemistry and physics, elementary engineering, mensuration and manual training. The workshops of the technical schools provide the practical training. An examination is held at the end of the course, and successful pupils may enter into the second year of the sub-overseer course at Dacca or at any of the technical schools. During the quinquennium 467 students attended the classes, and 86 passed the final "B" examination. On the whole, the boys have shown a taste for practical engineering, and this branch of education should have an important future.

Industrial schools.

8. Little has hitherto been done to solve the problem of industrial education in Eastern Bengal and Assam. Difficult as this problem is in all parts of India, it is probably nowhere so difficult as in this province, and progress will be possible only through careful preliminary survey and cautious experiment. At present the equipment for industrial education is meagre. The seven artizan classes alluded to in the last paragraph give some instruction in carpentry, blacksmith's work and the like; in addition a number of apprenticeships are held in railway workshops at Paharpur near Chittagong and in Assam, there is a weaving school at Malda, and a private school teaches weaving, tinning, jewellery, etc., at Chittagong. This last institution is of special interest, for Hindus of the literate *bhadralok* classes who have learnt the tinsmith's and other crafts in its classes are now earning their livelihood by these occupations in the interior of the district. A school for teaching Khasis carpentry and blacksmith's work has recently been opened at Shillong, and one at Kohima for Nagas.

Female education.

9. There are 80,000 girls under instruction, of whom 71,000 are reading in schools recognized by the department. During the quinquennium the grand total increased by 33,000, whilst the number of girls' schools rose from 1,433 to 2,807. These figures represent considerable progress, but even so only about one girl in thirty is attending school. The great majority also leave school so young that they hardly receive the rudiments of an education. Out of the above total of 71,000, only about 500 were above the

lower primary stage, whilst 44,000 were not yet reading printed books. The merest handful (37 in the high classes and 81 in the middle classes) were in the secondary stage, and these belong almost entirely to the Brahmo and Christian communities. It is, therefore, still the case that only a very small proportion of Hindu and Muhammadan girls go to school at all, and that practically none receive more than an elementary education. This general statement requires to be qualified to a small extent in so far as private education is given at home. The principal increase during the quinquennium was in the aided primary schools, which have risen from 910 with 16,000 pupils to 2,295 with 42,000. The next largest increase was from 16,000 to 19,000, among girls attending boys' schools. In both these directions further progress may be expected. Specially liberal grant-in-aid rules are already in force for girls' schools, and the grant of a capitation allowance for girl pupils in village schools is an important feature in the scheme for reformed primary education. The custom which secludes a girl before she attains her teens renders it impossible to give education beyond the primary stage in the schools. An endeavour was made during the quinquennium to carry instruction further by means of home classes, and governesses have been appointed for the purpose in Dacca, Ullania (Bakarganj district), and Noakhali. At the end of 1906-1907 the home classes contained 119 Hindu and 34 Muhammadan pupils. The Lieutenant-Governor has recently convened a representative committee of European and Indian ladies and gentlemen to consider the whole question of female education and to advise Government as to the best means by which a further advance can be made.

Muhammadan education.

10. More than half the population of this province is Muhammadan, and the backwardness of Muhammadan education is therefore a serious hindrance to its progress. This backwardness lies specially in the domain of higher education, for in so far as elementary instruction is concerned the Muhammadans are no longer far behind the Hindus, and are steadily making up their lee-way. This proportion of Muhammadans in institutions of all kinds is 52·2 per cent., or only 5½ per cent. below the population percentage. This figure is perhaps unduly favourable, since it includes the pupils in the unrecognized *maktabs* and Koran schools, which give little or no secular instruction. Limiting the comparison to pupils in secondary and primary schools for boys, the percentage of Muhammadans works out to 49·4, or 8½ per cent. below the population percentage. But, on the other hand, Muhammadans made up 70,000 out of the total figure of 98,000 by which the pupils of these schools increased during the quinquennium. This considerable progress represents a real awakening among the peasantry, and a growing inclination among indigenous schools to adopt departmental standards for elementary secular education. The Lieutenant-Governor trusts that these favourable tendencies, which should receive, and are receiving, every encouragement, will before long not only fill up the narrowing space between Hindus and Muhammadans, but also lift the whole population to a higher level of education. But, although the position as regards primary education is hopeful, matters become less and less favourable the higher up we proceed in scale. The analysis of the statistics made by the Director shows that the Muhammadan pupils in Arts colleges will have to be increased more than ten times, those in the professional schools nearly five times, and those in secondary schools doubled, before they can be brought up to the general level. Only one Muhammadan graduated from the colleges of Eastern Bengal in 1906, only 12 (out of a total of 182) attended the law classes, only 61 (out of a total of 560) the medical schools, and only 39 (out of a total of 327) the schools of engineering and surveying. It is not to be expected that Muhammadans will for many years to come be able to claim complete equality with Hindus in secondary and higher education, for the bulk of the middle classes belong to the Hindu castes which have shown special aptitude for western studies. But the Muhammadan community is capable of rising far above its present position, in which it is heavily handicapped for all the superior occupations of society such as the higher grades of Government service, the legal and medical professions, trade, and the management of estates. The Muhammadan leaders have become keenly alive to the situation, and although some cling to old traditions of exclusiveness the majority are eager to promote any scheme which may tend to raise their co-religionists. The Muhammadan educational conferences, which have now become an annual event, afford important evidence of this new spirit. The Lieutenant-Governor views it with the most cordial sympathy, and is anxious to afford every assistance to those who guide and foster it. Some measure of success has already been attained, for it is a very noteworthy circumstance that the Muhammadan pupils of high schools increased by over 1,500, whilst the figure for the general population remained practically stationary.

The Director's chapter on Muhammadan education contains very interesting accounts of the present system of Muhammadan learning and of the endeavours that are being made to improve it and to evolve from it a sound sytem of secondary education adapted to Muhammadan tastes and proclivities. These endeavours follow two main lines: first, the support of schools which teach the general secondary course, supplemented by special instruction in Muhammadan subjects; and secondly, the support of schools which follow a recognised course of Muhammadan learning and combine with it some general instruction. To the first line belong the Anglo-Persian departments of the senior madrassas, the new type of middle madrassas, and the scheme for special grants to schoolmasters for teaching Urdu to the upper classes of primary schools. The Government madrassas at Dacca and Chittagong, founded in 1873 from the Mohsin Fund, have Anglo-Persian departments which are practically high schools which also teach Persian. The middle madrassas follow the middle English course, with the addition of Urdu in standards I-VI and Persian in standard VI. These institutions were started in the Dacca Division as an outcome of the Muhammadan educational conference at Barisal, over which Sir Bampfylde Fuller presided in December 1905. The experiment has been markedly successful: sixteen middle madrassas were returned on the 31st March 1907, all but four of which had been established since January 1906, with 1,584 pupils, who would otherwise have been content with the primary or Arabic schools. Other middle madrassas have been opened since the end of the quinquennium and the scheme appears capable of considerable development. The grant of special aid for teaching Urdu in primary schools is also a new experiment, and is a feature of the reformed scheme of primary education. To the second line belong, in the first place, the senior madrassas, including the Arabic departments of the Dacca and Chittagong madrassas and six private institutions. These teach the full course of the Calcutta Madrassa and send up their pupils for the central examinations conducted by the Principal of that institution. At Dacca and Chittagong English is taught as an optional subject. It is worthy of note that boys from this province form 80 per cent. of the students of the Calcutta Madrassa. Next come the junior madrassas, including the Arabic departments of the new middle madrassas, which are supposed to teach a course corresponding more or less with the junior classes of the senior madrassas. The condition of these institutions is not satisfactory. Many of the pupils do not follow the courses faithfully, and even those who study earnestly find on leaving school that they are ill-equipped for the practical needs of life. The improvement of the junior madrassas, and, where possible, their conversion into the new type of middle madrassas, should, the Lieutenant-Governor considers, be given an important place in the programme of Muhammadan educational reforms. Some progress has been effected; provision is gradually being made for teaching the lower primary course, and whereas a decade ago the junior madrassas were practically ignored by the Department, some are now aided and more have been brought within the scope of Departmental inspection. At the bottom of the scale come the *maktabs*. These are a recruiting ground for the extension of primary education, and the inclusion of an increased number of them in the aided system is one of the main causes of the satisfactory progress of the past quinquennium. The increased demand for education among the Muhammadans is causing many new *maktabs* to arise, so that this source of supply is not likely soon to be exhausted. Mr. Stapleton's monograph contains valuable suggestions for continuing the process of absorption and for testing the efficiency of the newly-acquired schools.

Other means for encouraging Muhammadan education are the provision of extended hostel accommodation, the grant of special scholarships and free studentships, and the appointment of a larger proportion of Muhammadans to the educational services. The question of hostel accommodation is of urgent importance. The great majority of Muhammadans live in the villages, and they experience great difficulty in finding homes for their boys who attend school in the towns. Suitable accommodation amidst desirable surroundings is expensive or not available, and parents are naturally reluctant to send their boys away to live in conditions which may be harmful to them. Many, it is believed, are prevented from educating their sons by these obstacles. The remedy lies in providing adequate hostel accommodation for Muhammadan boys in connection with the schools. Government is paying special attention to this need in so far as Government secondary schools of all classes are concerned, and Muhammadans are also encouraged by liberal grants of land and money to provide hostels in connection with aided schools. Arrangements have already been made for the construction of such hostels in a number of important centres. The award of special scholarships, and the provision of free education for poor students,

have for long been included in the Government programme for encouraging the education of Muhammadans and other backward classes. These facilities have been materially increased in the period under review by the grant of a larger number of free studentships. A fair proportion of the teachers and inspectors of schools used by Muhammadan pupils should belong to that community; sufficient attention has not always been paid to this consideration, whilst the backwardness of Muhammadans has made it difficult to secure competent officers from amongst them. The statistics given by the Director show that there has been considerable improvement in this direction.

On the whole, the Lieutenant-Governor is convinced that the zeal for education which has arisen among the Muhammadans will give life to the schemes which are being carried out for its development, and that the future will show a steady progess.

Discipline.

11. The agitation attending the formation of the new province was accompanied by a series of regrettable breaches of discipline in the schools and colleges of the transferred districts and of the Surma Valley. Some of the more notable instances were detailed in the Director's report for 1905-1906, and many similar occurrences took place during the last year of the quinquennium. It is deeply to be regretted that leaders of the agitation should have utilised educational institutions as centres of propagandism and political demonstration; and it is not surprising that pupils, in some cases encouraged by their instructors, should have proved themselves not unwilling tools in the hands of their leaders. The Lieutenant-Governor is glad to state that these occurrences have been rarer in the last few months, and he believes that the good sense of the parents and guardians of the boys is now being exercised as a counter-acting influence. Nevertheless the tone of some institutions is still very unsatisfactory, and the many grave instances of disorderly conduct which have occurred are a sufficient proof of the laxity of discipline which prevails, and which there is reason to believe has long prevailed, in secondary and collegiate institutions. His Honour hopes that closer inspection will have a salutory effect, that improvement of the teaching staff will induce a sense of greater responsibility, that the erection of hostels will remove pupils from undesirable influences and surroundings, and finally, that the control which, under the new Regulations, the University is exercising over High schools will work a permanent change in what has long been one of the weakest features of the educational system of this part of India.

Conclusion.

12. The Lieutenant-Governor is glad to think that the general outlook is hopeful; a widespread desire for good education is in the air, and the many schemes which are in progress are working on sound lines and appear to be well calculated both to render education more popular and to make it more thorough and more useful. Provided, as His Honour feels assured is the case, the public will co-operate heartily with the educational authorities, there is every reason to hope that the progress which is essential for the prosperity and happiness of the province will be both rapid and well maintained. In conclusion, Sir Lancelot Hare desires to express his great acknowledgments to Mr. Sharp, Director of Public Instruction, for the ability and energy with which he has conducted the department through a time of special stress and difficulty.

By order of the Lieutenant-Governor of Eastern Bengal and Assam,

R. NATHAN,
On special duty,
for Chief Secretary to Government.

E. B. & A. S. P. O. (Edn.) No. 81—1,190—9-3-1908.

REPORT

ON THE

PROGRESS OF EDUCATION

IN

EASTERN BENGAL AND ASSAM

DURING THE YEARS

1901-02—1906-07.

Volume II.

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CHAPTER II.—APPENDIX TABLE I.

General statistics of Institutions and pupils.

Class of institution.	1901-1902.		1902-1903.		1903-1904.		1904-1905.		1905-1906.		1906-1907.		Percentage of increase or decrease, 1906-1907, compared with 1901-1902.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Public Institutions.														
Arts Colleges — For males	11	1,673	11	1,617	11	1,563	11	1,576	11	1,520	11	1,197	...	-28·4
Arts Colleges — „ females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges — „ males	3	40	3	84	3	103	3	89	3	178	3	124	...	+21·0
Professional Colleges — „ females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools — „ males	1,088	103,193	1,105	104,498	1,108	110,975	1,118	110,670	1,144	111,489	1,143	113,504	+5·0	+9·1
Secondary Schools — „ females	16	978	16	1,104	16	1,189	17	1,249	17	1,374	18	1,503	+12·5	+53·6
Primary Schools — „ males	16,603	473,774	16,986	498,286	17,760	535,891	17,130	519,789	17,630	547,319	17,531	500,711	+5·5	+18·3
Primary Schools — „ females	1,417	24,158	1,797	30,833	2,446	42,384	2,437	42,861	2,554	45,446	2,789	51,180	+96·8	+111·8
Training „ — „ males	30	841	38	692	46	899	48	1,026	49	1,218	51	1,102	+73·3	+31·0
Training „ — „ females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools — „ males	251	7,184	295	8,737	303	9,515	325	11,353	382	13,467	589	20,366	+134·6	+183·4
Other Special Schools — „ females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Public Institutions ...	19,424	611,846	20,251	636,851	21,693	702,519	21,089	688,613	21,790	722,371	22,135	749,687	+13·9	+22·5
Private Institutions.														
Advanced — For males	581	10,434	586	11,146	487	10,592	533	11,546	524	11,963	499	11,530	-14·1	+10·5
Advanced — „ females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Elementary — „ males	3,523	53,589	3,699	57,161	3,280	55,153	3,295	53,900	3,008	55,716	2,879	51,485	-18·2	-3·8
Elementary — „ females	221	1,896	246	2,049	231	2,176	219	2,141	245	2,937	333	2,897	+50·6	+5·2
Total Private Institutions ...	4,325	65,919	4,531	70,357	3,998	67,921	3,957	67,587	3,777	70,616	3,711	65,912	-14·1	+·01
Grand Total ...	23,749	677,765	24,782	707,207	25,691	770,440	25,046	756,200	25,567	792,987	25,846	815,599	+8·8	+20·3
Percentage of increase or decrease compared with preceding year.	...	...	+4·3	+4·3	+3·6	+8·9	-2·5	-1·8	+2·1	+4·8	+1·1	+2·8	...	...

APPENDIX TABLE II.

Increase and decrease of Public Schools and their pupils in each class of schools for the last three quinquenniums.

—	Secondary Schools.		Primary Schools.		Special Schools.		Total.	
On the 31st of March—	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9
1897	88	9,109	1,184	53,814	—18	—48	1,254	62,875
1902	—15	17,258	—1,586	1,068	214	4,475	—1,387	22,801
1907	57	10,831	2,295	113,959	359	13,443	2,711	138,233

APPENDIX TABLE III.

Percentage of Institutions to Towns and Villages.

Year.	Number of Towns and Villages.	Number of Institutions for males.	Percentage.	Number of Institutions for females.	Percentage.	Total number of Institutions.	Percentage.
1	2	3	4	5	6	7	8
1901-1902 ... ... (a)	86,902	22,095	25·4	1,654	1·9	23,749	27·3
1902-1903 ... ... (a)	86,902	22,723	26·1	2,059	2·3	24,782	28·5
1903-1904 ... ... (a)	86,902	22,695	26 1	2,996	3·4	25,691	29·5
1904-1905 ... ... (a)	86,902	22,373	25·7	2,673	3·0	25,046	28·8
1905-1906	90,357	22,751	25·1	2,816	3·1	25,567	28·3
1906-1907	90,357	22,706	25·1	3,140	3·4	25,846	28·6

(a) From 1901-1902 to 1904-1905 the Inspector of Schools, Rajshahi, has supplied figures for the old Division.

APPENDIX TABLE IV.

Average number of pupils in each Public Institution.

Year.	Colleges.			Secondary Schools.			Primary Schools.			Special Schools.		
	Schools.	Pupils.	Average.	Schools.	Pupils.	Average.	Schools.	Pupils.	Average.	Schools.	Pupils.	Average.
1	2	3	4	5	6	7	8	9	10	11	12	13
1901-1902	14	1,713	122	1,104	104,176	94	18,025	497,932	27	281	8,025	28
1902-1903	14	1,701	121	1,121	105,602	94	18,783	520,119	27	333	9,429	28
1903-1904... ...	14	1,666	119	1,124	121,164	99	20,206	578,275	28	349	10,414	29
1904-1905... ...	14	1,665	119	1,135	111,919	98	19,567	562,650	28	373	12,379	33
1905-1906... ...	14	1,698	121	1,161	113,223	97	19,184	592,765	30	431	14,685	34
1906-1907... ...	14	1,321	94	1,161	115,007	99	20,320	611,891	30	640	21,468	33

APPENDIX TABLE V.

Proportion pupils to estimated population of a school-going age.

Province.	1896-1897.						1901-1902.						1906-1907.					
	Pupils.			Percentage.			Pupils.			Percentage.			Pupils.			Percentage.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Eastern Bengal and Assam ...	624,465	43,248	667,713	29·7	2·1	16·1	631,244	46,521	677,765	27·1	1·9	14·8	736,251	79,348	815,599	31·5	3·5	17·8
Total ...	624,465	43,248	667, 13	29·7	2·1	16·1	631,244	46,521	677,765	27·1	1·9	14·8	736,251	79,348	815,599	31·5	3·5	17·8

APPENDIX TABLE VI.

Institutions and pupils according to class of Institutions.

Year.	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Private Institutions.		Total.		Percentage of increase or decrease.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1896-1897	4	888	1,118	86,813	19,520	499,645	64	3,398	6,222	76,969	27,028	667,713	...	...
1901-1902	14	1,713	1,104	104,176	18,025	497,932	281	8,025	4,325	65,919	23,749	667,765	-12·1	+1·5
1902-1903	14	1,701	1,121	105,602	18,783	520,119	333	9,429	4,531	70,356	24,782	707,207	+4·3	+4·3
1903-1904	14	1,666	1,124	112,164	20,206	578,275	349	10,414	3,998	67,921	25,691	770,440	+3·6	8+·9
1904-1905	14	1,665	1,135	111,919	19,567	562,650	373	12,379	3,957	67,587	25,046	756,200	-2·5	-1·8
1905-1906	14	1,698	1,161	113,223	19,184	592,765	431	14,685	3,777	70,616	25,567	792,987	+2·1	+4·8
1906-1907	14	1,321	1,161	115,097	20,320	611,891	640	21,468	3,711	65,912	25,846	815,599	+1·1	+2·8

APPENDIX TABLE VII.

Proportionate rate of progress in Public Institutions.

Year.	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
1901-1902, compared with 1896-1897.	+ 250	+ 91·7	— 1·2	+ 20·0	— 7·6	— ·3	+ 336·0	+ 136·1	— 6·6	+ 3·5
1906-1907, compared with 1901-1902.	...	— 22·8	+ 3·3	+ 13·9	+ 12·7	+ 22·8	+ 127·7	+ 167·5	+ 13·9	+ 22·5

APPENDIX TABLE VIII.

Distribution of Pupils according to stages of Instruction (a) Male pupils in Public Institutions according to stages of instruction.

—	Number.						Percentage.						Remarks.
	1901-1902.	1902-1903.	1903-1904.	1904-1905.	1905-1906.	1906-1907.	1901-1902.	1902-1903.	1903-1904.	1904-1905.	1905-1906.	1906-1907.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Collegiate	1,713	1,701	1,666	1,665	1,689	1,321	·3	·3	·3	·3	·3	·2	
High	11,079	16,048	19,069	19,739	19,559	18,952	2·1	2·7	3·0	3·2	3·0	2·9	
Middle	19,815	21,427	22,407	22,468	23,386	23,385	3·5	3·7	3·5	3·6	3·6	3·6	
Upper Primary	38,955	38,369	42,546	45,278	45,081	44,002	6·9	6·6	6·7	7·3	7·0	6·7	
Lower Primary (A) ...	410,795	382,978	376,546	354,101	342,572	354,569	72·6	65·7	59·2	57·2	53·3	54·0	
Lower Primary (B) ...	82,374	122,435	173,205	175,715	211,023	213,765	14·6	21·0	27·3	28·4	32·8	32·6	
Total	565,331	582,958	635,439	618,966	643,319	655,994	100	100	100	100	100	100	

(A) Reading printed books.
(B) Not Reading printed books.

APPENDIX TABLE IX.

Female Pupils in Public Institutions according to stages of instruction.

Stage of Instruction.	Number.						Percentage.					
	1901-1902.	1902-1903.	1903-1904.	1904-1905.	1905-1906.	1906-1907.	1901-1902.	1902-1903.	1903-1904.	1904-1905.	1905-1906.	1906-1907.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate	...	...	...	...	...	...	...	...	...	...	...	...
High	11	18	27	26	37	37	...	...	...	...	...	...
Middle	64	48	83	78	78	81	·2	·1	·1	·1	·1	·1
Upper Primary	285	302	371	422	421	435	·7	·6	·6	·7	·6	·6
Lower Primary (A)	29,786	26,272	26,108	26,132	24,439	25,611	73·0	56·7	44·8	44·2	38·3	36·3
Ditto (B)	10,675	19,723	31,812	32,491	38,819	44,287	26·1	42·6	54·5	55·0	61·0	63·0
Total	40,821	46,263	58,401	59,149	63,794	70,451	100	100	100	100	100	100

(A) Reading printed books.
(B) Not reading printed books.

APPENDIX TABLE X.

Proportion of pupils in Public Institutions in stages of instruction.

Year.	Collegiate.	High.	Middle.	Upper Primary.	Lower Primary (A).	Lower Primary (B).
1	2	3	4	5	6	7
1901-1902	·3	1·9	3·3	6·5	72·7	15·3
1906-1907	·2	2·6	3·2	6·1	52·4	35·5

(A) Reading printed books.
(B) Not Reading printed books.

APPENDIX TABLE XI.

Classification of Institutions according to management.

Year.	Under public management.				Under private management.					
	Government and Native States.		Board.		Aided.		Unaided.		Private.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
1901-1902	111	13,537	1,303	38,678	13,411	430,957	4,599	122,674	4,325	65,919
1902-1903	115	12,434	1,316	39,463	15,070	491,730	2,850	93,221	4,531	70,356
1903-1904	166	13,401	2,112	70,774	16,326	512,819	3,089	105,525	3,998	67,921
1904-1905	160	13,801	1,958	72,894	15,960	498,712	3,011	103,206	8,957	67,587
1905-1906	188	14,578	2,463	96,360	15,896	500,096	3,243	111,341	3,777	70,616
1906-1907	217	15,423	2,691	103,596	16,169	523,641	3,048	106,950	3,711	65,912
Percentage of increase or decrease 1906-07, compared with 1901-1902.	+ 95·5	+ 13·9	+ 106·5	+ 167·8	+ 20·6	+ 21·5	— 33·7	— 16·8	— 14·2	— ·01
1901-1902, compared with 1896-97 ...	+ 2·8	+ 12·0	— 6·8	+ 5·8	— 2·0	+ 3·1	— 18·1	+ 3·6	— 30·4	— 14·3

APPENDIX TABLE XII.

Proportion of pupils in Institutions according to management.

Year.	Government and Native States.	Board.	Aided.	Unaided.	Private.
1	2	3	4	5	6
1901-1902	2·0	5·7	63·6	19·0	9·7
1906-1907	1·2	12·7	64·2	13·1	8·1

APPENDIX TABLE XIII.

Average number of pupils in Institutions according to management.

Management	1901-1902.	1906-1907.
1	2	3
Government	74	71
Native States	24	24
Board	29	38
Aided	32·1	32·4
Unaided	28	35
Private	15	17
Average	28	31

APPENDIX TABLE XIV.

Percentage of pupils in daily attendance according to management of Institutions.

Year.	Government.	Board.	Native States.	Aided.	Unaided.
1	2	3	4	5	6
1901-1902	82·3	73·0	69·9	79·7	81·3
1902-1903	80·7	73·0	78·1	77·8	79·6
1903-1904	80·4	74·3	66·6	80·2	80·7
1904-1905	79·9	75·9	82·3	81·1	89·5
1905-1906	81·1	75·1	93·7	80·6	87·0
1906-1907	87·0	72·3	76·6	78·9	81·3

APPENDIX TABLE XV.

Classification of pupils according to race or creed.

Provision.	Public Institutions.							Private Institutions.						
	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Others.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Others.	Total.
			Brahmans.	Non-Brahmans.						Brahmans.	Non-Brahmans.			
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1901-1902	76	7,057	41,051	276,592	271,668	15,402	611,846	...	404	3,495	1,793	59,718	491	65,919
1902-1903	64	7,095	43,731	281,487	287,017	17,457	636,851	...	456	3,258	1,537	64,305	800	70,356
1903-1904	55	7,346	45,452	302,930	326,421	20,315	702,519	...	119	2,633	2,377	62,344	448	67,921
1904-1905	37	7,794	45,261	299,225	316,972	19,324	688,613	...	563	2,750	1,536	62,101	637	67,587
1905-1906	59	9,183	48,402	310,119	333,462	21,146	722,371	...	420	2,696	1,733	64,908	859	70,616
1906-1907	56	8,538	47,609	307,017	364,791	21,676	749,687	...	499	2,287	1,228	61,049	849	65,912
Percentage of increase or decrease 1906-1907, compared with 1901-1902.	− 26·3	+ 20·9	+ 15·9	+ 11·0	+ 34·3	+ 40·7	+ 22·5	...	+ 23·5	− 34·5	− 31·5	+ 2·2	+ 72·9	− ·01
1901-1902, compared with 1896-97.	+ 137·5	+ 16·3	+ 83·5		+ 5·7	+ 2·8	+ 3·5	...	+ 19·20	− 42·6		− 29·4	− 53·2	− 14·3

APPENDIX TABLE XVI.

Percentage of pupils in Public Institutions according to race or creed in 1906-1907.

Race or creed.	In total population.	In Arts Colleges.	In Professional Colleges.	In Secondary Schools.	In Primary Schools.	In Special Schools.
Europeans and Eurasians...	·02	...	...	·04	...	·01
Native Christian ...	·19	...	...	·74	1·24	·63
Hindus — Brahmans ...	(a) 37·41	32·75	11·3	16·51	4·07	15·48
Hindus — Non-Brahmans		61·07	83·06	54·1	39·46	11·6
Muhammadans ...	5·79	5·93	5·64	27·51	51·92	71·64
Others	4·48	·25	...	1·1	3·31	·64

(a) Separate figures not available.

APPENDIX TABLE XVII.

Languages learnt by pupils.

Year.	Public Institution.						Private.		
	English.	Per cent.	Classical language.	Per cent.	Vernacular.	Per cent.	English.	Classical.	Vernacular.
1	2	3	4	5	6	7	8	9	10
1901-1902	72,255	11·8	72,077	11·7	581,591	95·0	...	60,328	6,256
1906-1907	71,594	9·5	143,445	19·1	671,624	89·6	387	58,114	6,576

APPENDIX TABLE XVIII.

Proportion of pupils learning English.

Year.	Total learning English.	Number of school-going age of whom one pupil was learning English.
1	2	3
1901-1902	71,594	64
1902-1903	71,473	64
1903-1904	72,289	64
1904-1905	72,473	63
1905-1906	73,462	63
1906-1907	71,981	64

APPENDIX TABLE XIX.

General Statistics of Expenditure.

Sources from which expenditure on education is met.	1901-1902.		1902-1903.		1903-1904.		1904-1905.		1905-1906.		1906-1907.	
	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.	
Provincial revenues	5,92,027	16·9	6,27,003	16·6	7,32,951	17·8	7,74,953	18·2	11,06,510	23·1	1,30,299*	25·43
District or Local Funds	6,69,073	19·0	8,04,066	21·2	9,22,111	22·5	9,65,828	22·8	10,69,707	22·4	11,78,596	2·30
Municipal Funds ...	26,265	·7	29,113	·8	28,161	·7	30,791	·8	29,288	·6	31,933	·62
Fees ...	15,59,806	44·4	16,38,717	43·3	17,55,329	42·8	18,11,107	42·6	18,59,608	38·9	18,51,674	36·14
All other sources ...	6,66,538	19·0	6,86,254	18·1	6,65,432	16·2	6,64,476	15·6	7,16,720	15·0	7,58,880	14·81
Total ...	35,13,709	100	37,85,153	100	41,03,984	100	42,47,175	100	47,81,833	100	51,24,074	100
Percentage of increase or decrease compared with the preceding year:—												
Provincial revenues ...	...	...	5·9	...	17·1	...	5·7	...	42·8	...	17·7	...
District or Local Funds	...	...	20·2	...	14·6	...	4·7	...	16·7	...	10·1	...
Municipal Funds ...	...	...	10·8	...	—3·2	...	9·3	...	—4·9	...	9·0	...
Fees	...	...	5·0	...	7·1	...	3·2	...	2·7	...	—·4	...
All other sources ...	...	...	2·9	...	—3·3	...	—·1	...	7·8	...	5·8	...
Total ...	...	...	7·7	...	8·4	...	3·5	...	12·6	...	7·1	...

* Does not include expenditure on European schools which amounts to Rs. 25,132.

APPENDIX TABLE XX.

General statistics of expenditure according to heads of charges.

Heads of charges.	1901-1902.	1902-1903.	1903-1904.	1904-1905.	1905-1906.	1906-1907.	Percentage of increase or decrease compared with 1901-1902.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Direct.							
Art Colleges	1,28,416	1,32,234	1,29,325	1,49,089	1,50,193	1,74,780	36·1
Professional „	2,517	3,227	3,112	4,356	4,165	5,832	131·7
Secondary Schools	12,62,972	13,20,682	13,98,676	14,67,186	14,96,882	15,49,326	22·6
Primary „	12,60,843	14,16,564	15,00,671	14,77,723	15,27,498	15,98,363	26·7
Training „	52,544	50,399	54,964	64,590	73,874	77,846	48·1
Other Special „	1,44,399	1,58,972	1,64,266	1,85,325	2,21,837	2,60,062	80·1
Total direct ...	28,51,691	30,82,078	33,51,005	33,52,648	34,73,949	36,66,209	28·5
Indirect.							
Direction	27,661	25,767	30,686	36,548	32,439	66,217	139·3
Inspection...	2,45,661	2,49,913	2,71,589	2,81,030	3,15,445	3,40,722	38·7
Scholarships	92,685	89,622	91,844	90,276	9,92,645	1,11,008	19·7
Buildings	1,19,732	1,41,938	2,13,729	2,25,423	5,86,079	6,64,015	454·5
Furniture, etc.	29,779	33,724	74,555	73,844	52,478	71,274	139·3
Miscellaneous	1,46,500	1,62,811	1,70,576	1,87,406	2,21,798	2,04,629	39·6
Total indirect ...	6,62,018	7,03,075	8,52,979	8,94,527	13,07,884	14,57,865	120·2
Grand total ...	35,13,709	37,85,153	41,03,984	42,47,175	47,81,833	51,24,074	45·8
Percentage of increase or decrease compared with preceding year.	...	7·7	8·4	3·5	12·6	7·1	...
Direct expenditure only ...	...	8·1	8·7	·5	3·6	5·5	...
Indirect expenditure only ...	...	6·2	21·3	4·8	46·2	11·5	...

APPENDIX TABLE XXI.

Net Expenditure under different heads.

Heads of charges.	1901-1902.						1906-1907.						Percentage of	
	Provincial revenues.	District or Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	Provincial revenues.	District or Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	1906-1907 compared with 1901-1902.	1901-1902 compared with 1896-1907.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
University														
Collegiate ...	29,853	...	...	82,172	18,908	1,30,933	87,088	...	...	62,270	31,262	1,80,612	37·9	21·5
Secondary (*a*) ...	1,19,169	1,08,297	2,263	7,69,307	2,45,950	12,44,986	1,63,238	1,32,312	2,115	9,53,690	2,66,363	15,17,718	21·9	22·5
Primary (*a*) ...	50,742	3,47,821	14,033	5,92,556	2,00,780	12,05,932	52,724	5,85,996	16,305	6,49,370	1,99,416	15,03,811	24·7	8·4
Female (*b*) ..	15,196	26,385	5,267	3,935	22,114	72,897	32,168	55,801	7,128	5,161	25,902	1,26,160	73·7	5·1
Special ...	87,175	22,893	1,268	41,308	44,299	1,96,943	1,50,879	31,980	1,088	80,720	73,241	3,37,908	71·5	520·8
Scholarships ..	62,413	22,347	...	...	7,925	92,685	67,109	30,104	429	167	13,199	1,11,008	19·7	8·7
Buildings ...	30,641	2,718	1,129	677	84,567	1,19,732	4,18,185	1,39,207	2,598	3,340	1,00,685	6,64,015	454·5	166·0
Furniture ...	5,632	2,650	273	520	20,474	29,779	21,288	36,076	654	1,009	12,247	71,274	139·3	228·3
Miscellaneous ...	30,245	25,239	1,348	68,160	21,508	1,46,500	45,964	25,395	758	95,947	36,565	2,04,629	39·6	51·9
Superintendence ...	1,60,961	1,10,493	684	1,171	13	2,73,322	2,64,356	1,41,725	858	...	...	4,06,939	48·8	12·6
Total ...	5,92,027	6,69,073	26,265	15,59,806	6,66,538	35,13,709	13,02,991	11,78,596	31,933	8,51,674	7,58,880	51,24,074	45·8	19·3
Percentage of increase or decrease 1906-1907, compared with 1901-1902.	...	...	...	...	...	...	120·1	76·6	21·6	18·7	13·8	45·8	...	...
1901-1902, compared with 1896-97.	10·9	5·4	3·7	30·4	20·3	18·6	...	...	...	...	...	...	...	...

(*a*) For males,
(*b*) Secondary and Primary.

APPENDIX TABLE XXII.

Average Expenditure per head of population.

Province.	1901-1902.							1906-1907.						
		Public Fund.		Private Funds.		Total.			Public Funds.		Private Funds.		Total.	
	Total population.	Total amount.	Cost per head.	Total amount.	Cost per head.	Total amount.	Cost per head.	Total population.	Total amount.	Cost per head.	Total amount.	Cost per head.	Total amount.	Cost per head.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Rs.	Rs. a. p.	Rs.	Rs. a. p.	Rs.	Rs. a. p.		Rs.	Rs. a. p.	Rs.	Rs. a. p.	Rs.	Rs. a. p.
Eastern Bengal and Assam.	30,149,143	12,87,365	0 0 8	22,26,344	0 1 2	35,13,709	0 1 10	30,788,134	25,13,520	0 1 3	2,610,554	0 1 4	51,24,074	0 2 8

APPENDIX TABLE XXIII.

Expenditure on Chief classes of Institutions.

Year.	Arts Colleges English.		Secondary Schools.		Primay schools.		Special Schools.		Grand total.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
1	2	3	4	5	6	7	8	9	10	11
	Rs.		Rs.		Rs.		Rs.		Rs.	
1901-1902	1,28,416	3·6	12,62,972	35·9	12,607,843	35·8	1,96,943	5·6	35,13,709	100
1906-1907	1,74,780	3·4	15,49,326	30·2	15,98,363	31·1	3,37,908	6·6	51,24,074	100
Percentage of increase or decrease 1906-1907, Compared with 1901-1902.	36·1	...	22·9	...	26·7	...	71·6	...	45·8	...

APPENDIX TABLE XXIV.

Proportionate Expenditure from different sources.

Year.	Provincial revenues.		Local Funds.		Municipal funds.		Fees.		Other sources.	
	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.
1	2	3	4	5	6	7	8	9	10	11
	Rs.		Rs.		Rs.		Rs.		Rs.	
1896-1897 ... ... m ...	5,33,862	18·1	6,35,611	21·6	25,327	·9	11,96,218	40·6	5,53,825	18·8
1901-1902	5,92,027	16·9	6,69,073	19·0	26,265	·7	15,59,806	44·4	6,66,538	19·0
1906-1907	13,02,991	25·43	11,78,596	23·0	31,933	·62	18,51,674	36·14	7,58,880	14·8

APPENDIX TABLE XXV.

Proportionate Expenditure on principal heads of charges from Public and Private Funds.

Year.	Colleges.				Secondary Schools.				Primary Schools.			
	Public.		Private.		Public.		Private.		Public.		Private.	
	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.	
1901-1902	29,853	22·8	1,01,080	77·2	2,40,930	19·1	10,22,042	80·9	4,48,243	35·6	8,12,600	64·4
1906-1907	87,090	48·2	93,532	51·8	3,19,659	20·6	12,29,667	79·4	7,28,128	45·6	8,70,235	54·4
For 1896-1897	44,413	42·2	60,772	57·8	2,65,661	25·7	7,65,171	74·3	4,17,384	35·9	7,48,885	64·1

Year.	Special Schools.				Indirect.				Total.			
	Public.		Private.		Public.		Private.		Public.		Private.	
	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.
	14	15	16	17	18	19	20	21	22	23	24	25
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.	
1901-1902	1,14,336	56·5	85,607	43·5	4,57,003	69·0	2,05,015	31·1	12,97,365	36·7	23,26,344	63·3
1906-1907	1,83,947	54·4	1,53,961	45·6	14,94,706	82·0	2,63,159	18·0	25,13,520	49·05	26,10,554	50·95
For 1896-1897	88,096	53·7	75,910	46·3	3,79,246	71·0	99,305	29·0	11,94,809	40·5	17,50,043	59·5

APPENDIX TABLE XXVI.

Expenditure on certain classes of Institutions both direct and indirect.

Year.	Arts Colleges.	Secondary Schools.	Primary Schools.	Training Schools.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
1901-1902	1,38,835	13,21,553	13,71,021	52,903
1906-1907	1,97,536	16,47,281	17,04,168	90,538
Percentage of increase or decrease 1906-1907, compared with 1901-1902.	42·3	24·6	24·3	2·7
1901-1902, compared with 1896-1897 ...	31·9	28·2	7·16	—8·2

APPENDIX TABLE XXVII.

Proportion of direct Expenditure from Public Funds on certain classes of Institutions.

Year.	Art Colleges.		Secondary Schools.		Primary Schools.		Training Schools.	
	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.
1	2	3	4	5	6	7	8	9
	Rs.		Rs.		Rs.		Rs.	
1896-1897... ...	44,413	5·4	2,65,661	32·5	4,17,384	51·2	46,091	5·6
1901-1902... ...	29,853	3·6	2,40,930	29·0	4,48,243	53·9	45,719	5·5
1906-1907... ...	87,080	6·6	3,19,659	24·2	7,28,128	55·2	74,115	5·6

APPENDIX TABLE XXVIII.

Direct Expenditure from Public Funds on certain classes of Institutions according to management.

Year.	Under public management.	Per cent.	Aided.	Per cent.	Total.
1	2	3	4	5	6
	Rs.		Rs.		Rs.
1896-1897	3,16,091	38·7	4,99,453	61·3	8,15,544
1901-1902	3,15,960	38·0	5,14,302	62·0	8,30,262
1906-1907	7,03,669	53·4	6,15,145	46·6	13,18,814

APPENDIX TABLE XXIX.

Direct Expenditure and cost per head in the different classes of public Institutions.

Class of Institution.	Provincial revenues.		District or Local and Municipal Funds.		Private Funds.		Total.	
	Amount.	Cost per head.	Amount.	Cost per head.	Amount.	Cost per head.	Amount.	Cost per head.
1	2	3	4	5	6	7	8	9
1896-1897.								
	Rs.		Rs.		Rs.		Rs.	
Arts Colleges ...	44,413	50·0	...	...	60,772	68·4	1,02,500	118·4
Professional ...	...	...	...	...	...	...	2,686	...
Secondary Schools ...	1,46,849	1·7	1,18,812	1·4	7,65,171	8·8	10,30,832	11·9
Primary ,, ...	50,135	·1	3,67,249	·7	7,48,885	1·5	11,66,269	2·3
Training ,, ...	40,315	64·1	5,776	9·2	11,574	18·3	57,665	91·6
Other special ...	31,057	11·2	10,948	3·9	64,336	23·2	1,06,341	38·3
1901-1902.								
Arts Colleges ...	29,853	17·8	...	...	98,563	58·9	1,28,416	76·7
Professional ...	...	...	...	...	2,517	6·29	2,517	62·9
Secondary Schools ...	1,27,864	1·2	1,13,066	1·0	10,22,042	9·8	12,62,972	12·1
Primary ,, ...	57,213	·1	3,91,000	·7	8,12,600	1·6	12,60,843	2·5
Training ,, ...	41,439	49·3	4,243	5·0	6,862	8·1	52,544	62·4
Other special ...	45,736	6·3	19,918	2·8	78,745	10·9	1,44,399	20·1
1906-1907.								
Arts Colleges ...	87,080	72·7	...	...	87,700	73·3	1,74,780	146·0
Professional ...	...	...	...	...	5,832	47·0	5,832	47·0
Secondary Schools ...	1,80,453	1·5	1,39,192	1·2	12,29,667	10·6	15,49,326	13·5
Primary ,, ...	67,663	·1	6,60,465	1·1	8,70,235	1·4	15,98,363	2·6
Training ,, ...	73,968	67·1	147	·1	3,731	3·4	77,846	70·6
Other special ...	76,911	3·8	32,921	1·6	1,50,230	7·3	2,60,062	12·7

APPENDIX TABLE XXX.

Proportionate direct Expenditure from Public Funds.

Year.	Provincial revenues.		District or Local Funds.		Municipal Funds.	
	Amount.	Proportion.	Amount.	Proportion.	Amount.	Proportion.
1	2	3	4	5	6	7
	Rs.		Rs.		Rs.	
1901-1902	3,02,135	51·0	5,05,396	75·3	22,831	86·9
1906-1907	4,86,089	36·5	8,06,089	68·4	26,636	83·4

APPENDIX TABLE XXXI.

Provincial Receipts and Charges.

Charges and Receipts.	1901-1902.	1906-1907.
1	2	3
	Rs.	Rs.
Charges.		
University	...	...
Direction	26,490	66,217
Inspection	1,34,471	1,98,139
Government Colleges and Schools. General	3,30,400	4,27,580
Government Colleges and Schools. Special	1,26,718	2,01,344
Scholarships in Colleges and Schools. General	59,351	58,973
Scholarships in Colleges and Schools. Special	8,687	8,136
Grant-in-aid to ... Schools under private management...	1,22,035	1,27,834
Grant-in-aid to ... „ Municipal „ ...	...	281
Grant-in-aid to ... „ District or Local Board management.	2,400	4,419
Registration of books	...	...
Purchase and collection of oriental manuscripts	...	...
Refunds and Miscellaneous charges	31,114	47,730
Furniture	5,632	21,496
Government educational buildings	30,641	4,33,548
Total Charges	8,77,939	15,95,697
Receipts.		
Fees in Colleges and Schools (general and special) credited to Government.	2,37,428	2,30,057
Income on endowments credited to Government ...	27,043	31,077
Departmental Examination fees	...	...
Contributions from Local and Municipal Funds... ...	8,116	4,280
Private contributions	4,019	2,160
Miscellaneous receipts	25	...
Total Receipts	2,76,631	2,67,574
Net Expenditure	6,01,308	13,28,123

APPENDIX TABLE XXXII.

Distribution of Local Board expenditure.

Year.	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Indirect.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
1	2	3	4	5	6	7	8	9	10	11
	Rs.		Rs.		Rs.		Rs.		Rs.	
1901-1902	...	...	1,09,275	16·3	3,73,228	55·8	22,893	3·4	1,63,677	24·5
1906-1907	...	...	1,35,112	11·5	6,38,997	54·2	31,980	2·7	3,72,507	31·6

APPENDIX TABLE XXXIII.

Distribution of Municipal expenditure.

Year.	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Indirect.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
1	2	3	4	5	6	7	8	9	10	11
	Rs.		Rs.		Rs.		Rs.		Rs.	
1901-1902	...	...	3,791	14·4	17,772	67·7	1,268	4·8	3,434	13·1
1906-1907	...	...	4,080	12·8	21,468	67·2	1,088	3·4	5,297	16·6

APPENDIX TABLE XXXIV.

Expenditure from fees.

Year.	Arts Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
1	2	3	4	5	6	7	8	9	10	11
	Rs.		Rs.		Rs.		Rs.		Rs.	
1901-1902	82,372	5·3	7,70,267	49·3	5,95,531	38·1	41,308	2·6	15,59,806	100
1906-1907	62,270	3·3	9,55,876	51·6	6,52,345	35·2	80,720	4·3	18,51,674	100
Percentage of increase or decrease 1906-1907, compared with 1901-1902.	...	—24·4	...	24·0	...	9·6	...	95·4	...	18·7

APPENDIX TABLE XXXV.

Expenditure on scholarships according to Institutions and sources.

Year.	Institutions.					Sources.		Percentage of total expenditure.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Public Funds.	Private Funds.	
1	2	3	4	5	6	7	8	9
1901-1902... ...	23,810	4,127	45,686	9,246	9,816	84,760	7,925	2·6
1906-1907... ...	31,356	4,094	51,408	14,566	9,584	97,642	13,366	2·1
Percentage of increase or decrease compared with 1901-1902.	31·7	—·8	12·5	57·4	—2·4	15·2	68·6	...
1901-1902 compared with 1906-1907.	12·1	41·1	1·4	12·8	—4·0	4·6	25·9	...

APPENDIX TABLE XXXVI.

Classification of Inspecting Staff.

Province.	Director.		Inspectors.		Assistant Inspectors.		Deputy Inspectors.		Sub-Inspectors.		Inspecting Pandits.		Superintendents.	
	1901-1902.	1906-1907.	1901-1902.	1906-1907.	1901-1902.	1906-1907.	1901-1902.	1906-1907.	1901-1902.	1906-1907.	1901-1902.	1906-1907.	1901-1902.	1906-1907.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Eastern Bengal and Assam	1	1	3	5	3	1	21	38	97*	125†	148	126	8	15
Total	1	1	3	5	3	1	21	38	97*	125†	148	126	8	15

* Including six Assistant Sub-Inspectors.

† Including 13 Assistant Sub-Inspectors.

APPENDIX TABLE XXXVII.

APPENDIX TABLE

Return showing the extent and

Name and rank of officer.	Qualifications of Inspectors, including Assistant Inspectors.	Monthly pay of each permanent Inspector and Assistant Inspector.	Area in square miles under inspection.	Number of schools in area.			Number of days serving as inspecting officer.	Number of days spent in visiting shools within 5 miles of headquarters.	Days on tour beyond 5 miles of headquarters.		Number of miles travelled.	Amount of travelling allowance drawn during 1906-1907.
				Secondary.	Primary.	Special and indigenous.			Actual.	Reckoned in proportion to a full year.		
1	2	3	4	5	6	7	8	9	10	11	12	13
Dacca Division.		Rs.										Rs.
H. E. Stapleton, Esq. (Offg.), 1st April to 23rd September, from 28th December to 31st March 1907	B. A. B. Sc.	700					270	2	145	196	4,021	1,972
Dr. P. Chatterjee (Offg.), 7th October to 27th December.	D. Sc.	600	15,040	514	7,897	2,250	82	...	52	231	1,033	505
Babu Joy Gopal De, Assistant Inspector, 1st April to 6th October 1906 ...	B. A.	300					189	...	97	187	2,519	1,103
Babu Mohim Chandra Bose (Offg.), 7th October to 31st March 1907 ...	...	250					176	3	123	253	1,935	458
Chittagong Division.												
Maulvi Abdul Karim	B. A.	400	12,125	227	4,477	1,444	353	3	133	137	3,452	1,335
Rajshahi Division.												
Dr. P. Chatterjee, 1st April to 2nd May and 13th May to 4th October 1906 ...	D. Sc.	600					172	2	87	185	5,068	1,584
Rai Sahib P. K. Basu, 10th October to 31st March 1907	M. A.	400—600	18,059	272	4,599	405	173	3	79	167	2,831	571
Surma Valley.												
Rai Sahib P. K. Basu	M. A.	400—600	9,643	71	1,327	158	189	...	54	104	748	787
Babu Joy Gopal De	B. A.	300					167	4	97	212	2,904	780
Assam Valley.												
J. R. Barrow, Esq.	B. A. (Cantab.)	500—1,000	43,747	76	2,020	83	365	7	198	198	...	211
Total	...	...	98,614	1,160	20,320	4,340	2,136	24	965	1,870	24,511	9,316

APPENDIX TABLE

Cost of Inspection, Superior officers,

Inspectors, Assistant Inspectors, Deputy Inspectors, Sub-Inspectors and Assistant-Sub Inspectors.	Salaries and establishment, including contingencies.	Travelling allowances.	Total.
1	2	3	4
	Rs.	Rs.	Rs.
Dacca	65,566	28,862	94,428
Chittagong	33,726	11,224	44,950
Rajshahi	56,151	19,791	75,942
Surma Valley	25,949	8,658	34,607
Assam Valley	36,182	9,233	45,415
Grand Total	2,17,574	77,768	2,95,342

XXXVII.

cost of Inspection during 1906-1907.

Number of schools visited *in situ*.								Total.	Total visits paid to schools *in situ*.			Number of Primary Schools not visited during the year.	Number of Lower Primary Schools for boys visited at gatherings by inspecting officers of higher rank.	Remarks.
For boys.						For girls.								
High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Secondary.	Primary.	Special and indigenous.		Secondary.	Primary.	Special and indigenous.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
73	28	9	15	16	6	27	23	197	85	35	19	...	...	
									43	23	6	...	...	
34	57	29	42	46	1	41	25	269	60	44	17	...	...	
									63	81	9	...	...	
18	6	8	13	17	2	7	25	96	47	46	32	...	...	
40	30	6	19	53	3	23	26	200	55	22	11	...	...	
									30	73	15	...	...	
4	19	4	3	22	27	25	2	54	28	25	2	...	...	
5	13	3	5	27	21	32	2	55	24	36	2	...	...	
17	15	13	5	53	45	58	9	112	61	61	12	1,826	...	
191	168	72	102	228	105	213	112	983	496	446	125	1 826	...	

XXXVII—(*concluded*).

Inspecting Pandits, etc., and their cost.

Name of district.	Number of officers in each district.	Number of visits to pathsalas.	Salaries and other charges.
1	2	3	4
			Rs.
Dacca	17	5,279	4,488
Mymensingh	17	7,156	4,772
Faridpur	15	5,611	4,647
Bakarganj	...	...	...
Tippera	17	5,599	4,182
Noakhali	16	5,351	3,960
Chittagong	12	4,429	3,226
Chittagong Hill Tracts	3	426	1,613
Rajshahi	2	380	371
Dinajpur	16	6,559	3,868
Bogra	4	1,115	1,103
Malda	6	2,360	1,875
Total	125	44,265	34,105

APPENDIX TABLE

[*Return showing the extent and*

Deputy

Name and rank of officer.	Qualifications of Deputy Inspectors.	Monthly pay of each Deputy Inspector.	Area in square miles under inspection.	Number of schools in area.			Number of days serving as inspecting officer.	Numbers of days spent in visiting schools within five miles of head-quarters.	Days on tour beyond five miles of head-quarters.		Number of miles travelled.	Amount of travelling allowance drawn during 1906-1907.
				Secondary.	Primary.	Special and indigenous.			Actual.	Reckoned in proportion to a year.		
1	2	3	4	5	6	7	8	9	10	11	12	13
Dacca Division.												Rs.
Babu Mohim Chandra Bose, from April 1st	...	...	1,574	57	970	1,365	189	4	70	135	1,163	529
,, Kamini Kumar Shome							175	8	116	241	1,883	256
Maulvi Muhammed Wahid-un-nabi ...	...	...	1,208	63	678	185	320	161	161	184	2,835	650
Babu Mohananda Dutta (Offg.)	...	...	3,506	55	1,235	183	84	...	23	99	371	106
,, Baroda Prasad Sircar							281	2	143	185	2,623	483
Maulvi Zakiuddin Ahmed	...	...	2,826	69	889	70	365	8	154	154	3,872	729
Babu Tarini Kisore Bardhan	...	...	1,288	42	760	76	365	10	175	175	3,924	716
Maulvi Faruddin Ahmed	...	...	993	39	778	101	57	4	11	70	333	187
Babu Kamini Kumar Shome							42	2	26	226	504	130
Maulvi Afsaruddin Ahmed							255	10	164	235	3,019	611
,, Muhammed Sulaiman	...	...	1,867	42	1,157	146	365	7	199	199	3,974	758
Babu Mathura Nath Guha (Offg.) ...	...	...	1,777	39	1,430	131	1	...	1	365	22	108
,, Baroda Prasad Sircar							74	...	48	236	728	182
,, Umesh Chandra Das Gupta ...							290	...	180	2,265	2,644	584
Total for the Division	...	...	...	...	...	...	...	...	...	...	...	...
Chittagong Division.												
Babu Akrur Chandra Sen	...	...	2,499	81	2,093	269	208	...	70	122·3	1,796	347
,, Romesh Chandra Das (Offg.) ...							138	5	73	193	1,820	287
,, Annanda Mohan Dutta (Offg.) ...							19	...	2	38	110	13
,, Umesh Chandra Das Gupta ...	...	...	1,644	55	1,201	373	45	...	6	48	131	20
Maulvi Abdul Aziz							320	8	135	154	2,849	516
,, Matloob Ahmed Khan Choudhury...	...	...	2,563	54	1,038	768	68	...	18	96	555	148
,, Abul Hashem Khan Chaudhury ...							297	2	132	162	3,371	645
Total for the Division	...	...	...	...	...	—	...	...	...	...	...	...
Rajshahi Division.												
Babu Bhubaneswar Gupta	...	...	2,593	35	655	24	340	5	113	121	2,869	704
,, Ram Gobinda Misra (Offg.) ...							25	...	18	262	398	...
,, Kali Kamal Chatterjee	...	...	3,947	31	979	34	325	19	166	183	3,659	640
,, Jadu Nath Chaudhury	...	...	2,936	14	510	35	91	1	41	164	1,310	325
,, Mahananda Datta							217	7	99	167	2,002	359
,, Upendra Chandra Sarkar							57	...	31	198	1,331	206
Maulvi Kabiruddin Ahmed	...	...	3,486	65	1,133	60	365	11	189	189	5,567	973
Babu Srinath Banarji	...	...	1,359	38	383	54	87	...	27	113	685	799
,, Ramesh Chandra Gupta							278	15	133	174	3,036	
Maulvi Abdul Latif	...	...	1,839	63	555	166	157	...	55	127	2,034	475
,, Abul Maqsud							208	5	96	168	2,748	418
Babu Girish Chandra Shome	...	...	1,899	26	384	32	94	3	54	209	1,576	328
,, Govinda Chandra Chakravarti ...							198	12	82	151	1,167	289
Maulvi Syed Mohsin Ali (Offg.)... ...							73	...	39	195	962	171
Total for the Division	...	...	...	...	...	...	...	...	...	...	...	...

XXXVIIA.

cost of Inspection during 1906-1907.

Inspectors.

Number of schools visited in *situ*.									Total visits paid to schools in *situ*.			Number of Primary Schools not visited during the year.	Number of Lower Primary Schools for boys visited at gatherings by inspecting officer of higher rank.	Remarks.
For boys.					For girls.									
High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Secondary.	Primary.	Special and indigenous.	Total.	Secondary.	Primary.	Special and indigenous.			
14	15	16	17	18	1	20	21	22	23	24	25	26	27	28
...	21	36	29	58	...	25	7	176	46	43	5	...	...	
									67	91	7			
...	25	38	21	43	...	20	16	163	93	84	26	...	...	
...	31	24	20	61	...	16	4	156	3	21	3	...	...	
									66	76	4			
...	47	21	24	11	1	19	14	137	95	38	14	...	...	
...	25	16	24	26	1	36	6	134	190	101	10	...	...	
									5	7	1			
...	23	16	10	16	...	8	8	81	7	25	3	...	...	
									80	45	8			
...	24	16	22	51	2	20	11	146	70	100	11	...	...	
									...	...	...			
...	21	18	56	130	...	55	2	282	11	69	1	...	...	
									64	178	6			
...	217	185	206	396	4	199	66	1,275	687	878	99	...	...	
									30	55	6			
...	20	30	47	42	1	19	13	172	26	49	7	...	...	
									...	5	...			
									2	5	...			
...	27	27	30	12	1	12	11	120	68	60	15	...	...	
									6	8	3			
...	24	20	35	28	...	14	13	143	60	70	11	...	...	
...	71	86	112	82	2	45	37	435	192	252	42	...	...	
									139	51	15			
...	17	10	10	37	...	5	7	86	2	18	3	...	...	
...	16	11	22	73	1	6	3	132	54	144	7	...	...	
									6	20	5			
...	4	8	52	91	1	4	6	166	19	103	7	...	...	
									1	17	2			
...	25	33	63	47	...	15	18	201	92	125	18	...	...	
									7	16	1			
...	23	12	20	21	...	4	8	88	66	46	10	...	...	
									23	14	3			
...	28	14	28	34	1	8	16	129	49	57	13	...	...	
									22	52	4			
...	8	14	33	63	...	11	0	130	33	81	19	...	...	
									6	27	4			
...	121	102	224	366	3	53	68	941	419	782	111	...	...	

APPENDIX TABLE

Return showing the extent and

Deputy

Name and rank of officer.	Qualifications of Deputy Inspectors.	Monthly pay of each Deputy Inspector.	Area in square miles under inspection.	Number of schools in area.			Number of days serving as inspecting officer.	Numbers of days spent in visiting schools within five miles of head-quarters.	Days on tour beyond five miles of head-quarters.		Number of miles travelled.	Amount of travelling allowance drawn during 1906-1907.
				Secondary.	Primary.	Special and indigenous.			Actual.	Reckoned in proportion to a full year.		
1	2	3	4	5	6	7	8	9	10	11	12	13
Surma Valley.												Rs.
Babu Haran Chandra Das Gupta ...	...	250	863·5	14	226	19	365	13	198	198	3,081	739
Maulvi Azad Ali Chaudhury	...	100	930	18	282	52	365	2	248	248	3,736	326
Babu Saroda Charan Chakravarty ...	...	125	1,450	10	162	6	365	1	201	201	2,295	549
Maulvi Muhammad Wasil Chaudhury ...	...	125	824	10	190	18	365	4	237	237	1,730	443
Babu Kali Narayan Das Gupta ...	...	150	1,117	11	98	24	365	3	254	254	2,867	780
Maulvi Yasin Ali	...	125	1,649	5	162	2	365	43	208	208	2,681	538
Babu Ambica Charan Das ...	...	125	414	1	100	...	365	12	264	264	1,983	556
Total for the Division ...	...	...	...	...	...	...	...	...	...	...	...	...
Assam Valley and Hill Districts.												
Srijut Durgadhar Barkataki	...	...	3,033	6	129	2	365	21	264	264	4,763	812
Maulvi Muhammed Ali	...	...	1,160	2	80	...	365	33	208	208	3,674	269
Babu Surjya Kumar Das	...	...	1,162	3	107	1	365	34	169	169	1,144	230
Srijut Devesvar Barua	...	...	1,011	3	124	...	365	15	227	227	1,668	557
,, Rajani Kanta Barua	...	...	2,945	1	92	3	325	17	205	230	2,546	366
,, Kamala Kanta Barua	...	...	3,843	5	166	2	365	2	258	258	2,005	440
Babu Prasanna Chandra Mukerji ...	...	...	2,173	3	82	7	365	2	244	244	2,980	821
Srijut Lakshmi Nath Sarma	...	...	1,374	1	101	4	365	7	241	241	...	463
Babu Bihari Lal Dhar	...	...	2,584	9	271	38	365	7	282	282	2,061	818
Srijut Mahiram Das	...	...	1,226	3	74	7	365	38	209	209	1,842	372
Babu Bidhubhusan Majumdar	...	...	2,959	10	150	2	241	8	188	235	...	334
,, Jagat Chandra Ghose							112	2	44	143	...	483
,, Bidhubhusan Majumdar	...	...	1,002	4	114	1	122	4	45	134	323	296
,, Karuna Kanta Das Gupta ...					120	2	243	12	160	240	1,235	
Mr. R. R. Loveday	...	...	780	1	60	...	67	10	65	...	398	91
Total for the Division	...	...	...	...	...	...	...	...	...	...	...	...

XXXVII A.—*contd.*

cost of Inspection during 1906-1907.

Inspectors.

Number of schools visited *in situ*.									Total visits paid to schools *in situ*.			Number of Primary schools not visited during the year.	Number of Lower Primary schools for boys visited at gatherings by Inspecting Officers of higher rank.	Remarks.
For boys.					For girls.		Special and indigenous.	Total.						
High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Secondary.	Primary.			Secondary.	Primary.	Special and indigenous.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
...	9	3	3	169	12	172	10	194	26	199	10	54	...	
1	12	4	11	142	17	113	6	176	36	224	6	...	...	
...	7	2	6	134	9	140	5	154	19	174	6	28	30	
...	8	1	10	5	9	17	...	26	9	17	...	2	...	
...	8	2	6	157	10	163	13	186	25	240	17	35	...	
...	4	1	10	127	5	137	2	144	19	258	2	25	14	
...	1	...	1	99	1	100	...	101	3	259	...	...	44	
1	49	13	47	833	63	882	36	981	137	1,369	41	144	88	
...	4	2	...	123	6	123	2	131	34	266	3	6	...	
...	1	1	1	83	2	84	...	86	6	249	...	...	...	
...	2	1	...	...	3	...	1	4	15	200	...	...	...	
...	2	1	...	118	3	118	...	121	8	205	...	6	...	
...	2	...	1	92	2	92	3	97	5	183	2	1	9	
...	2	3	1	130	5	131	1	137	21	242	1	35	...	
...	1	2	1	81	...	...	7	92	12	269	12	...	...	
...	...	1	1	97	1	101	4	106	5	357	5	...	...	
...		5	10	115	9	125	8	142	27	211	8	146	...	
...	1	2	...	74	3	74	6	83	11	262	10	...	...	
1	3	7	6	115	11	121	2	133	27	161	4	...	...	
...	2	5	2	41	7	43	1	51	7	45	1	...	...	
...	2	2	5	90	4	95	2	101	2	26	1	...	...	
									9	182	1	25	79	
...	1	...	2	45	1	47	...	48	1	1	...	60	...	
1	27	32	30	1,204	57	1,154	37	1,332	190	2,859	48	279	88	

APPENDIX TABLE—

Return showing the extent and

Sub-

Name and rank of officers.	Qualifications of Sub-Inspectors.	Monthly pay of Sub-Inspectors.	Area in square miles under inspection.	Number of schools in area.			Number of days serving as Inspecting Officer.	Number of days spent in visiting schools within five miles of head-quarter officer.	Days on tour beyond five miles of head-quarters.		Number of miles travelled.	Amount of travelling allowance drawn during 1906-1907.
				Secondary.	Primary.	Special and indigenous.			Actual.	Reckoned in proportion to a full year.		
1	2	3	4	5	6	7	8	9	10	11	12	13
Dacca.												Rs.
Babu Har Kumar Bose	Pl. F. A.	75	736	...	232	629	365	60	224	224	1,745	480
,, Ganga Charan Chakravarti ...	Ditto	...	580	...	186	68	365	...	216	216	2,203	480
,, Bepin Chandra Sen	Ditto	60	349	...	246	317	365	15	223	223	1,412	480
M. Abdus Salam	Pl. B. A.	60	297	...	237	280	362	...	234	236	2,091	476
,, Abdul Wahed	B. A.	50	198	...	250	139	118	...	39	120	122	153
,, Musbuddin Ahmed	Read up to B. A.	...					243	8	168	252	1,671	320
Babu Kamini Kumar Shome	B. A.	60	189	...	247	45	144	...	81	205	375	238
,, Revati Mohan Biswas	Pl. B. A.	...					132	4	95	262	728	135
M. Imdadul Huque	Read up to B. A.	...	276	...	138	60	365	1	235	235	1,463	480
Babu Purna Chandra Gupta	Pl. Entr.	75	213	...	112	12	334	13	178	195	1,947	480
,, Nishi Kanta Basu	Pl. F. A.	...					31	...	28	271	211	...
Total for the Dacca district	...	...	...	...	...	...	...	...	...	...	...	...
Mymensing.												
M. Karim Noaz (offg.)	B. A.	...	...	...	...	...	88	2	41	170	442	76
Babu Mohananda Dutta	Pl. B. A.	100	1,318	9	222	28	3	...	...	...	...	4
,, Mathura Nath Guha	Ditto	100	...	...	...	...	274	5	164	218	2,851	314
,, Priya Nath Sen (offg.)	B. A.	...	531	9	304	77	10	...	3	109	41	30
,, Mathura Nath Guha	Pl. B. A	100					81	...	44	198	276	55
M. Mohammed Abbas	Ditto	50					160	...	96	219	1,086	117
Babu Govinda Chandra Ghose	Pl. F. A.	100	472	11	224	26	365	6	253	253	1,780	594
M. Abdul Alim Muhammad	Read up to B. A.	50	513	9	229	43	365	3	296	296	1,450	308
,, Rahimuddin	Ditto	50	645	4	155	13	132	1	109	301	774	172
,, Muzharul Huque (offg.)	Ditto	...					107	5	66	225	532	149
,, Abdul Aziz (offg.)	F. A.	...					118	...	82	253	1,427	148
,, Abdul Hakim Chaudhury	Pl. B. A.	50	503	12	167	8	253	9	174	251	1,693	237
Babu Promatha Nath Das Gupta ...	B. A.	50	419	8	149	2	365	12	208	208	2,011	322
M. Mahamed Ishaque	Ditto	50	870	4	203	5	103	...	58	205	347	122
,, Karim Noaz (offg.)	Ditto	...					212	3	163	278	1,977	369
,, Mohamed Kafaitulla	F. A.	50	446	17	198	23	352	12	230	238	2,235	327
,, Nazimuddin Ahmed	Pl. B. A.	50	615	19	264	23	345	5	244	258	2,220	360
Total for the Mymensingh district ...	...	...	...	...	...	...	...	...	...	...	...	...
Faridpur.												
Babu Mahim Chandra Majumdar ...	Pl. B. A.	75	465	...	262	25	365	11	210	210	1,482	567
,, Sasadhar Roy (offg.)	...	...	428	...	126	21	365	9	205	205	1,781	386
M. Salimuddin Ahmed (offg.)	Read up to B. A.	...	240	...	189	8	365	14	228	228	2,678	540
Babu Giris Chandra Sen	Pl. B. A.	75	308	...	254	66	365	2	237	237	3,334	542
,, Daliluddin Khan Thakur	Ditto	50	220	—	253	22	365	1	250	250	1,804	540
M. Tofazzal Hossein	Ditto	50	310	...	230	16	303	4	141	170	1,836	503
Babu Siva Krishna Bhaduri (offg.) ...	Passed Entr.	...	...	...	...	...	46	2	42	333	239	24
M. Abdul Hamid Khan	Read for B. A.	50	310	...	225	19	365	6	229	229	2,263	540
Total for the Faridpur district	...	...	...	...	...	...	...	...	...	...	...	...

XXVII A—*contd.*

cost of inspection during 1906-1907.

Inspectors—contd.

Number of schools visited *in situ*.									Total visits paid to schools *in situ*.			Number of Primary schools not visited during the year.	Number of Lower Primary schools for boys visited at gatherings by Inspecting Officers of higher rank.	Remarks.
For boys.				For girls.			Special and indigenous.	Total.	Secondary.	Primary.	Special and indigenous.			
High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Secondary.	Primary.								
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
...	...	...	40	128	...	53	10	231	17	283	10	11	...	
...	...	...	24	110	...	49	4	187	20	212	6	3	...	
...	...	...	34	145	...	48	5	232	5	291	5	19	...	
...	...	...	47	140	...	30	6	223	16	201	6	20	...	
...	...	...	30	118	...	38	8	194	...	20	1	64	...	
									...	229	9			
...	...	...	20	108	...	39	...	187	2	61	...	60	...	
									10	1 5	...			
...	...	...	28	74	...	20	56	178	8	199	67	11	...	
...	...	...	21	61	...	27	6	115	15	1 2	17	3	...	
									...	41	...			
...	...	...	214	884	...	324	95	1,547	93	1,984	121	191	...	
									3	38	...			
...	...	...	22	138	...	34	...	194	...	...	...	28	...	
									42	139	...			
									...	1	...			
...	...	...	25	73	...	47	15	165	...	12	...	154	...	
									6	139	15			
...	...	...	21	139	...	58	8	226	27	299	8	6	...	
...	...	...	23	174	...	32	19	248	11	253	19	...	...	
									...	81	6			
...	...	...	15	119	...	5	11	150	2	59	8	16	...	
									...	97	2			
...	...	...	24	113	...	26	...	163	11	172	...	4	...	
...	...	...	12	113	...	23	3	151	9	213	3	1	...	
...	...	...	20	158	...	19	...	197	...	31	...	6	...	
									3	219	...			
...	...	...	27	112	...	52	5	196	54	245	9	7	...	
...	...	...	27	182	...	46	...	255	19	259	...	9	...	
...	...	...	216	1,326	...	312	61	1 945	190	2,257	70	231	...	
...	...	...	32	169	...	40	3	244	6	291	31	21	...	
...	...	...	21	78	...	26	13	138	3	217	13	Nil	...	
...	...	...	26	119	...	38	7	190	18	278	7	6	...	
...	...	...	26	166	...	40	2	234	11	291	3	22	...	
...	...	...	25	155	...	71	4	255	7	274	4	2	...	
...	...	...	27	135	...	53	...	215	6	157	...	15	...	
									...	91	...			
...	...	...	34	135	...	37	...	206	19	271	...	19	...	
...	...	...	191	957	...	305	29	1,482	70	1,865	30	85	...	

APPENDIX TABLE

Return showing the extent and Sub-

Name and rank of officers.	Qualifications of Sub-Inspectors.	Monthly pay of Sub-Inspectors.	Area in square miles under inspection.	Number of schools in area.			Number of days serving as Inspecting Officer.	Number of days spent in visiting schools within five miles of head-quarters.	Days on tour beyond five miles of head-quarters.		Number of miles travelled.	Amount of travelling allowance drawn during 1906-1907.
				Secondary.	Primary.	Special and indigenous.			Actual.	Reckoned in proportion to a full year.		
1	2	3	4	5	6	7	8	9	10	11	12	13
Bakarganj.												Rs.
Babu Ram Chandra Mukerjee	Entr.	50	308	...	345	13	365	1	263	263	2,053	539
,, Surendra Kumar Sen	B. A. (Honours)	50	247	...	258	7	127	2	49	141		232
,, Atul Kumar Roy (offg.)	Pl. B. A.	...					222	12	141	232	1,181	283
,, Kali Pada Mukerjee	B. A.	50	162	...	218	8	351	31	200	208	1,673	540
,, Surendra Nath Das Gupta (offg.) ...	Pl. B. A.	...					14	...	11	287	7	...
M. Bukhta Jamal	Ditto	50	392	...	194	6	319	6	194	222	1,041	470
,, Shatabuddin Ahmed (offg.) ...	Ditto	...					46	3	39	309	312	67
,, Kazi Majed Baksh	Ditto	50	612	...	235	104	325	7	197	221	1,821	480
,, Hossain Jan (offg.)	Ditto	...					40	...	28	255	102	58
,, Mohamed Barkatulla	Ditto	50	127	...	238	4	365	7	203	203	2,137	540
Babu Manoranjan Das Gupta	Ditto	50	244	...	258	33	365	12	262	262	2,633	540
,, Abdul Hamid (offg.)	Ditto	...					87	6	39	162	305	172
,, Shetabuddin Ahmed	Ditto	50	321	...	309	47	98	7	62	233	821	148
,, Lotfur Rahman (offg.)	Ditto	...					60	4	43	261	417	83
,, Shamsuddin Ahmed	Ditto	50	777	...	210	34	294	...	163	202	2,353	477
,, Hossain Jan (offg.)	Ditto	...					71	...	68	349	565	62
,, Mofizuddin Ahmed	Ditto	50	454	...	221	21	326	...	229	246	2,767	485
Total for the Bakarganj district	...	...	...	...	...	...	...	...		...	...	...
Assistant Sub-Inspectors, Bakarganj.												
Babu Atul Kumar Roy	Pl. B. A.	30	308	...	345	13	148	...	60	153	329	142
,, Girindra Nath Chatterji (offg.) ...	Pl. F. A.	...					222	7	151	253	836	158
,, Surendra Nath Das Gupta ...	Pl. B. A.	30	240	...	246	7	348	...	212	222	1,041	303
,, Suresh Chandra Sen Gupta ...	Pl. B. A.	...					17	...	13	279	172	...
M. Shetabuddin Ahmed	Ditto	30					39	...	17	159	71	46
Babu Akshoy Chandra De (offg.) ...	...	...					200	25	124	234	977	132
M. Shaik Najmuddin	F. A.	30	162	...	248	8	103	7	59	209	268	68
,, Afazuddin Ahmed (offg.)	...	...					31	...	8	265	68	...
Babu Chandra Kanta Das Gupta	F. A	3	392	...	194	6	352	...	237	246	1,602	290
M. Hossain Jan	Pl. B. A.	30	612	...	235	104	253	3	165	238	997	186
,, Muhamed Hatem (offg.)	...	...					112	...	91	296	757	54
Babu Madhu Sudan Das Gupta	Pl. B. A.	30	127	...	238	4	301	5	188	228	1,164	211
M. Muhammed Hatem (offg.)	...	...					31	...	22	259	205	25
Babu Suresh Chandra Sen (offg.) ...	Pl. B. A.	...	244	...	258	33	80	2	52	237	565	91
M. Abdul Guffur Biswas	Ditto	30					88	2	56	232	480	72
,, Lutfur Rahman	Ditto	30	321	...	309	47	304	...	174	209	1,558	299
,, Afazuddin Ahmed (offg.)	...	...					61	7	47	281	343	46
,, Afazuddin Ahmed (offg.)	...	...					31	...	15	176	134	31
,, Abdul Aziz	F. A.	30	777	...	210	34	60	...	52	316	408	67
Babu Akshoy Chandra De (offg.) ...	...	...					120	3	85	258	882	90
,, Akshoy Chandra De	...	...					32	...	9	103	98	62
,, Lohajuddin Ahmed	Pl. B. A.	30	454	...	221	21	90	...	55	225	374	95
,, Afazuddin Ahmed (offg.)	...	...					54	...	40	331	412	53
Babu Lal Mohan Guha	Pl. B. A.	30					131	5	104	290	911	111
Total for the Bakarganj district ...	...	...	...	...	...	...	...	...	...	...	...	

XXVII-B,

cost of inspection during 1906-1907.

Inspectors—contd.

Number of schools visited *in situ*.									Total visits paid to schools *in situ*.			Number of Primary schools not visited during the year.	Number of Lower Primary schools for boys visited at gatherings by Inspecting Officers of higher rank.	Remarks.
For boys.					For girls.									
High E	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Secondary.	Primary.	Special and indigenous.	Total.	Secondary.	Primary.	Special and indigenous.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
...	...	...	45	203	...	57	...	307	10	309	...	38	...	
									1	21	...			
...	...	...	53	169	...	23	1	251				8	...	
									13	272	3			
									...	229	6			
...	...	...	26	172	...	26	6	230				24	...	
									...	15	2			
									17	202	6			
...	...	...	22	155	...	14	6	197	...	51	1	3	...	
									16	192	9			
...	...	...	19	168	...	20	10	217	1	30	1	28	...	
...	...	...	25	178	...	35	...	238	...	264	...	...	...	
...	...	...	36	190	...	32	8	266	15	288	8	...	...	
									...	33	...			
...	...	...	15	112	...	11	3	141	...	66	3	171	...	
									...	39	...			
									8	136	1			
...	...	...	14	217	...	13	13	257	...	141	12	36	...	
...	...	...	21	176	...	13	3	213	...	215	3	11	...	
...	...	...	278	1,740	...	249	50	2,317	81	2,463	55	316	...	
									...	31	...			
...	...	...	37	178	...	39	...	254				...	...	
									...	228	4			
									4	208	1			
...	...	...	40	162	...	20	1	223				...	...	
									...	29	...			
									—	13	...			
									...	145	6			
...	...	...	23	166	...	23	5	217	...	108	1	...	...	
									...	10	...			
...	...	...	22	162	...	10	5	199	4	223	5	...	...	
									5	107	22			
...	...	...	17	165	...	21	...	303	2	134	8	...	...	
									2	228	...			
...	...	...	25	192	...	35	...	252	...	30	...	...	...	
									...	47	...			
...	...	...	8	70	...	9	...	87	...	56	...	...	...	
									...	178	9			
...	...	...	19	191	...	10	7	227	...	64	...	...	...	
									...	5	...			
									...	33	1			
...	...	...	14	179	...	9	1	203	...	164	...	...	...	
									...	4	...			
									...	43	...			
...	...	...	21	165	...	15	21	242	...	48	1	...	...	
									1	203	8			
...	...	...	226	1,650	...	191	40	2,107	18	2,339	66	...	...	

APPENDIX TABLE

Return showing the extent and

Sub-Inspectors

Name and rank of officers.	Qualifications of Sub-Inspectors.	Monthly pay of Sub-Inspectors.	Area in square miles under inspection.	Number of schools in area.			Number of days serving as Inspecting Officer.	Number of days spent in visiting schools within five miles of head-quarters.	Days on tour beyond five miles of head-quarters.		Number of miles travelled.	Amount of travelling allowance drawn during 1906-1907.
				Secondary.	Primary.	Special and indigenous.			Actual.	Reckoned in a proportion to a full year.		
1	2	3	4	5	6	7	8	9	10	11	12	13
Tippera.												Rs.
Babu Ramesh Chandra Das	B. A.	100	180	...	147	4	208	6	110	193	547	273
Babu Annanda Mohan Datta... ...	Ditto	60					66	4	30	166	213	73
,, Hari Kumar Gupta Offg. ...	Ditto	...					10	...	9	172	112	...
,, Hari Har Nag	Ent. pass.	75	225	...	212	13	323	...	201	227	1,241	323
,, Hari Har Dutta Offg, ...	Read B. A.	...					29	...	20	251	117	35
Maulvi Abdul Halim	Pl. B. A.	60	360	...	277	31	365	...	204	204	2,803	295
Babu Annanda Mohan Dutta ...	B. A.	60	379	...	232	8	224	...	116	189	1,343	267
Maulvi Mofizal Islam	Rd. B. A.	50					141	5	99	276	992	108
,, Mofizal Islam	Rd. B. A.	50					233	6	139	249	1,265	267
Babu Jagadish Chandra Bhattacharjee...	B. A.	50	357	...	251	29	97	15	74	278	615	83
,, Bhuban Mohan Boy	...	...					13	...	7	196	148	...
Maulvi Abdul Latif	Rd. B. A.	50					194	4	125	235	972	256
,, Reazatar Khan (offg.) ...	F. A.	...	338	...	274	36	42	...	38	330	161	32
Babu Hari Har Datta (offg.)	Read B. A.	...					129	...	110	311	375	83
,, Jagadis Chandra Bhattacharjee ...	B. A.	50	215	...	244	9	242	7	157	236	987	245
Maulvi Abdul Latif	Read B. A.	50					123	3	78	231	724	105
Maulvi Aftabuddin Ahmed	Ditto	50	149	...	195	28	255	30	151	216	1,402	309
Babu Jatindra Mohan Chakravarty (offg.)	...	...					110	10	43	142	569	66
Maulvi Sarafatali Khan	B. A...	50	396	...	261	7	270	11	179	241	1,390	297
Babu Hari Har Datta (offg.)... ...	Read B. A.	...					56	...	45	293	239	45
Total for Tippera...	...	...	...	...	...	...	...	...	...	...	...	...
Noakhali.												
Babu Annanda Prasad Chattopadhya ...	Fl. Ent.	75	212	...	218	66	365	50	189	189	1,722	300
,, Karudeswar Bose	Pl. B. A.	60	212	...	192	79	365	2	224	224	1,710	300
Mir Muhamad Asad	B. A.	50	420	...	185	44	365	18	206	206	1,468	300
Babu Basanta Kumar Sen	Pl. B. A.	50	229	...	150	54	358	...	232	236	1,996	300
,, Gopal Chandra Datta	Pl. m. A.	50	122	...	164	57	365	...	212	212	1,318	300
Mir Subk tuddin	B. A.	50	332	...	123	14	356	...	199	204	1,718	300
Maulvi Abu Rasid...	F. A.	50	117	...	167	59	365	...	242	242	1,598	330
Total for Noakhali	...	...	...	...	...	...	...	...	...	...	...	...
Chittagong.												
Babu Mati Lal Das	B. A.	100	202	7	156	225	302	43	169	204	1,050	252
,, Rajani Kanta Chakravarti ...	Ditto	75	543	11	161	87	365	14	208	208	1,925	300
,, Govindra Chandra Chakravarti ...	Ditto	100	414	8	171	163	162	...	63	142	414	92
,, Krisnna Kumar Majumdar ...	Ditto	50					162	...	90	202	576	109
Mir Mojharul Haque	Pl. B. A.	60	337	17	272	181	365	...	239	239	2,418	300
,, Ahmadullah	Pl. F. A.	60	545	2	215	58	365	3	243	243	2,254	296
,, Abdul Sattar	Ditto	50	522	1	113	57	335	9	197	211	1,530	275
Total for Chittagong	...	...	...	...	...	...	...	...	...	...	...	...
Chittagong Hill Tracts.												
Babu Gogan Chandra Barua ...		100	5,419	4	95	30	365	7	225	225	3,211	776

XXXVII-B—*contd.*

cost of inspection during 1906-1907.

—contd.

Number of schools visited *in situ*.									Total visits paid to schools *in situ*.			Number of Primary schools not visited during the year.	Number of Lower Primary schools for boys visited at gatherings by Inspecting Officers of higher rank.	Remarks.
For boys.					For girls.									
High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Secondary.	Primary.	Special and indigenous.	Total.	Secondary.	Primary.	Special and indigenous.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
									4	106	4	...	...	
...	...	...	22	90	...	32	1	145	...	65	1	3	...	
									..	21	...	...	...	
									8	235	10			
..	...	...	27	141	...	43	8	219	1	32	...	1	...	
...	...	...	26	172	...	57	10	265	4	300	10	22	...	
									2	179	1			
...	...	...	19	135	...	60	1	215	6	156	...	18	...	
									9	177	1			
...	...	...	27	150	...	60	2	239	2	132	1	14	...	
									...	...	...			
									3	250				
...	...	...	34	130	...	23	...	187	...	58	...	87	...	
									1	103	...			
									11	216	1			
...	...	...	38	118	...	74	2	232	6	111	2	14	...	
									4	248	3	...	...	
...	...	...	25	109	...	61	2	197	2	79	...	...	...	
									...	254	3			
...	...	...	44	151	...	61	3	259	...	40	...	5	...	
...	...	...	262	1,196	...	471	29	1,958	63	2,762	37	164	...	
...	...	...	18	151	...	32	9	210	14	269	19	17	...	
...	...	...	18	112	...	22	25	177	18	188	27	40	...	
...	...	...	23	106	...	24	8	161	17	167	9	32	...	
...	...	...	21	98	...	18	13	150	16	183	14	13	...	
...	...	...	31	95	...	28	23	177	17	196	23	10	...	
...	...	...	17	57	...	12	5	91	18	120	17	37	...	
...	...	...	22	88	...	45	15	170	7	215	27	12	...	
...	...	...	150	707	...	181	98	1,136	107	1,338	136	161	...	
...	3	...	26	86	...	44	21	180	15	210	24	...	...	
...	5	4	35	104	...	22	4	174	2	238	4	...	...	
									5	40	8	...	...	
...	4	4	31	89	...	51	7	186	12	151	7	...	...	
...	6	11	27	186	...	59	4	293	17	326	4	...	...	
...	1	1	10	167	...	38	58	275	4	329	14	...	...	
...	1	...	6	92	...	9	...	108	2	206	...	6	...	
...	20	20	135	724	...	223	94	1,216	76	1,500	61	6		
...	2	1	8	81	...	2	6	100	7	124	7	4	...	

APPENDIX TABLE

Return showing the extent and

Sub-Inspectors

Name and rank of officers.	Qualification of Sub-Inspectorss.	Monthly pay of Sub-Inspector.	Area in square miles under Inspection.	Number of schools in area.			Numbers of days serving as Inspecting Officer.	Number of days spent in visiting schools within five miles of head-quarters.	Days on tour beyond five miles of head-quarters.		Number of miles travelled.	Amount of travelling allowance drawn during 1906-1907.
				Secondary.	Primary.	Special and indigenous.			Actual.	Reckoned in a proportion to a full year.		
1	2	3	4	5	6	7	8	9	10	11	12	13
Rajshahi.												
Babu Jogeswar Chakravarti	B. A.	60	...	7	101	9	351	7	206	214	196	387
,, Sosi Bhusan Roy	F. A.	50	...	4	122	9	365	5	207	207	2,049	380
,, Ram Govinda Mirsa	Pl. B. A.	75	...	7	90	2	62	1	21	123	378	37
,, Govinda Chandra Roy	B. A.	60					190	10	107	205	1500	172
Maulvi Mahammad Hyder Ali (Offg.) ...	Ditto	50					113	2	64	206	640	51
Babu Govindra Chandra Roy	Ditto	60	...	...	...	...	62	...	38	223	417	102
,, Syama Charan Sen	Final normal	100					13	...	...	...	...	59
,, Ram Govinda Mirsa	Pl. B. A.	75	...	5	122	3	269	4	157	213	1,719	202
,, Jotindra Mohan Chakrabartty (Offg.)	Ditto	50					28	3	13	169	167	...
Maulvi Mufizur Rahman	Ditto	50	...	7	137	1	320	4	221	252	3,008	326
Ditto as Assistant Sub-Inspector ...	Ditto	30	...	...	...	...	13	...	8	224	73	22
Babu Brajendra Nath Maitra, Assistant Sub-Inspector.	Ditto	30	...	5	83	...	352	13	222	230	1,752	204
Total for Rajshahi District	...	...	...	...	...	...	...	...	...	...	...	1,942
Dinajpur.												
Babu Akshoy Kumar Sen	B. A.	65	394	6	170	11	365	19	210	210	2,568	226
,, Kula Chandra Guha	Pl. B. A.	50	543	3	126	...	365	10	242	242	3,721	485
,, Sashi Bhusan Roy	Pl. B. A.	65	404	3	124	4	313	9	193	225	2,541	333
,, Debendra Nath Das Gupta ...	Ditto	50	722	3	122	7	365	9	234	234	2,740	340
,, Radha Ballav Banik	B. A.	50	713	5	146	5	335	7	231	252	3,008	375
,, Hari Har Mittra	Ent....	100	1,149	5	128	6	325	6	215	241	2,226	283
,, Ananda Prasad Chatterji	Pl. B. A.	50		6	163	1	365	4	225	225	136	280
Total for Dinajpur District	...	...	...	...	...	...	...	...	...	...	...	2,322
Babu Upendra Chandra Sarkar	B. A.	65	482	3	100	6	308	...	182	216	2,579	259
,, Krishna Lall Dey (Offg.)	Ditto	55					42	...	34	295	611	54
,, Hem Chandra Haldar	Read Ent.	70	610	4	70	2	268	5	169	230	2,658	286
Jalpaiguri. ,, Krishna Lall Dey	B. A.	50					89	...	54	221	656	79
,, Basanta Kumar Bose	F. A.	55	216	1	95	5	365	5	249	249	2,839	368
Maulvi Makloquoar Rahman	Read B. A.	50	1,287	1	84	9	365	5	224	224	3,565	351
Babu Rati Kanta Das (Assistant Sub-Inspector).	Ditto	42	165	2	94	11	365	19	245	245	1,554	5
,, Krisna Lall Dey (Assistant Sub-Inspector).	Ditto	44	176	3	77	2	188	2	121	235	894	2
,, Jogesh Chandra Gupta (Offg. Assistant Sub-Inspector).	Read B. A.	40					89	6	60	246	471	...
Total for Jalpaiguri District	...	...	...	...	...	...	...	...	...	...	...	1,404

XXXVII-B—*contd.*

cost of inspection during 1906-1907.

Rajshahi Division.

Number of schools visited *in situ*.									Total visits paid to schools *in situ*.			Number of Primary schools not visited during the year.	Number of Lower Primary schools for boys visited at gatherings by Inspecting Officers of higher rank.	Remarks.
For boys.					For girls.									
High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Secondary	Primary.	Special and indigenous.	Total.	Secondary.	Primary.	Special and indigenous.			
14	15	19	17	18	19	20	21	22	23	24	25	26	27	28
...	...	...	16	76	...	3	2	102	6	224	5	1	...	
...	...	...	15	98	...	6	1	120	7	211	5	3	...	
...	...	...	18	64	...	4	1	87	7	1	...	...	...	
										115	2	4	...	
										80	1	...	...	
...	...	...	...	...	...	...	...	...	...	25	...	...	...	
...	...	...	13	93	...	13	1	120	12	...	...	...	...	
										198	2	3	...	
										27	...	...	...	
...	...	...	10	113	...	11	...	134	8	250	3	3	...	
...	...	...	...	...	...	...	...	...	...	9	...	...	...	
...	...	...	9	69	...	3	...	81	...	225	...	2	...	
...	...	...	81	573	...	45	5	644	40	1,365	18	16	...	
...	...	...	8	147	...	3	1	159	9	311	6	12	...	
...	...	...	14	92	...	8	...	114	8	365	...	12	...	
...	...	...	6	111	...	3	4	124	4	143	7	4	...	
...	...	...	8	105	...	...	3	116	1	307	5	9	...	
...	...	...	11	116	...	1	5	133	5	327	3	18	...	
...	...	...	12	98	...	3	1	114	3	275	1	15	...	
...	...	...	10	126	...	2	...	138	4	351	3	25	...	
...	...	...	69	795	...	20	14	898	34	2,079	25	95	...	
...	...	...	11	83	...	6	6	106	4	178	4	...	...	
									...	29	...	...	...	
...	...	...	11	59	...	...	2	72	1	173	1	...	...	
									...	44	5	...	...	
...	...	...	12	75	...	8	4	99	3	243	10	...	...	
...	...	...	7	75	...	...	8	90	...	190	18	2	...	
...	...	...	5	74	...	5	11	9	6	227	30	...	...	
...	...	...	13	58	...	6	2	79	4	113	1	...	...	
									...	56	1	...	...	
...	...	...	59	424	...	25	33	541	18	1,253	70	2	...	

APPENDIX TABLE

Return showing the extent and

Sub-Inspectors.

Name and rank of officers.	Qualification of Sub-Inspectors.	Monthly pay of Sub-Inspectors.	Area in square miles under inspection.	Number of schools in area.			Number of days serving as Inspecting Officer.	Number of days spent in visiting schools within five miles of head-quarters.	Days on tour beyond five miles of head-quarters.		Number of miles travelled.	Amount of travelling allowance drawn during 1906-1907.
				Secondary.	Primary.	Special and indigenous.			Actual.	Reckoned in a proportion to a full year.		
1	2	3	4	5	6	7	8	9	10	11	12	13
Rangpur.												Rs.
Babu Hari Lal Saha	Pl. B. A.	75	447	13	136	15	335	9	209	228	3,863	375
,, Kali Krishna Das	Ent.	75	369	5	95	7	365	3	240	240	3,679	376
,, Krishna Chandra Banerji ...	B. A.	50	504	5	216	9	182	...	136	272	1,716	205
Maulvi Meseruddin Ahmad	Pl. B. A.	50					183	...	107	213	1,483	182
Babu Gobinda Chandra Banerji ...	Pl. F. A.	75	363	3	70	8	335	2	224	244	3,165	337
Maulvi Mahommed Miajan	Ent....	50	574	5	159	6	365	1	239	239	3,254	353
Babu Sarat Chandra Roy	Pl. B. A.	50	409	13	107	3	322	5	200	227	2,870	326
Maulvi Meseruddin Ahmed	Ditto	50					43	1	18	153	360	13
Babu Radhika Prasanna Dev	Pl. Ent.	75	509	9	146	9	365	1	217	217	3,328	404
Maulvi Maijuddin Ahmed	Pl. F. A.	50	405	12	204	3	334	3	205	224	2,194	215
Total for Rangpur District...	...	...	...	...	...	...	...	...	...	...	...	2,786
Bogra.												
Maulvi Mohammad Nabi Baksh ...	Read B. A.	60	...	13	160	22	365	13	215	215	3,238	313
,, Sheikh Shiyan	Ditto	50	...	14	102	18	365	3	217	217	2,954	334
Babu Rajendra Lall Roy	B. A.	50	...	11	121	14	365	7	202	202	2,609	242
Total for the Bogra District ...	...	...	...	...	...	...	...	...	...	...	...	889
Pabna.												
Babu Sarada Prasad Ghosh	Ent....	75	438	13	56	23	319	20	194	222	1,881	232
Maulvi Daliluddin Ahmed	F. A.	50	374	15	65	25	365	8	258	258	2,561	382
,, Zahiruddin Ahmed	B. A.	50	212	16	162	80	252	11	203	210	2,385	313
Babu Damodar Prasad Sarkar ...	Final Normal	75	350	10	150	18	365	43	257	257	3,464	356
,, Nanda Dulal Saha	F. A....	50	465	9	112	20	350	4	227	236	2,273	338
Total for the Pabna District ...	...	...	...	...	...	...	...	...	...	...	...	1,621
Malda.												
Maulvi Sayed Mohsin Ali	B. A.	50	1,071	8	133	8	216	...	112	189	1,760	197
,, Mahamed Sariatulla (offg.) ...	Pl. Ent.	...					73	...	47	235	796	162
Babu Sharat Chandra Sircar (offg.) ...	Ditto	...					76	...	42	201	614	76
,, Brajendra Chandra Das ...	Ent....	100	828	18	251	204	300	15	165	200	2,556	270
Maulvi Mohamed Shariatullah (offg.) ...	Pl. Ent.	...					47	3	33	256	446	55
Total for the Malda District	...	...	...	...	...	...	...	...	...	...	...	760
Surma Valley.												
Babu Binode Bihari Das (seniors) ...	F.A.	75		9	115	11	365	17	198	198	2,205	
,, Upendra Chandra Guha (junior S.I.)	B. A.	45	...	5	110	8	213	...	152	254	1,728	686
,, Parbati Sankar Datta ...	Read B.A.	45		5	111	8	122	1	114	341	765	
,, Barindra Nath Aditiya ...	B.A.	75	520	10	148	42	320	11	138	157	1,383	197
,, Nagendra Chandra Nandi (offg.) ...	Pl. B.A.	45					21	...	19	...	110	...
,, Bimala Charan Chaudhury ...	Ditto	45	410	8	134	10	365	11	236	236	2,157	312
Munshi Abdul Rashid	B.A.	45	1,450	10	162	6	113	...	16	52	201	...
,, Ibrahim Ali	Read B.A.	45	1,450	10	162	6	234	7	139	216	1,324	...
Babu Uma Prasanna Biswas ...	B.A.	60	...	...	114	11	365	23	238	238	1,484	286
Muhamed Israf Ali	Pl. B.A.	45	...	...	76	7	193	1	136	259	975	101
Babu Baikuntha Nath Bhattacharji ...	B.A.	75	1,117	11	198	24	365	3	278	278	3,514	434
,, Jagannath De	B.A.	45	1,649	...	162	...	214	38	74	127	1,066	204
,, Upendra Chandra Guha ...	B.A.	45	...	...	162	...	146	15	97	243	1,557	153

XXXVII—B—*contd.*

cost of inspection during 1906-1907.

—*concld.*

Number of schools visited *in situ*.									Total visits paid to schools *in situ*.			Number of Primary schools not visited during the year.	Number of Lower Primary schools for boys visited at gatherings by Inspecting Officers on higher rank.	Remarks.
For boys.					For girls.									
High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Secondary.	Primary.	Special and indigenous.	Total.	Secondary.	Primary.	Special and indigenous.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
...	...	...	16	114	...	4	5	139	19	262	6	2	...	
...	...	...	13	75	...	3	7	98	35	249	16	4	...	
...	...	...	35	159	...	19	5	218	1	164	2	...	...	
									8	117	3	...	...	
...	...	...	10	57	...	1	6	76	4	226	15	...	...	
...	...	...	20	131	...	5	6	162	6	284	12	3	...	
...	...	...	13	89	...	4	2	108	9	211	4	1	...	
									1	24	1			
...	...	...	17	124	...	1	6	148	6	260	8	4	...	
...	...	...	26	160	...	14	1	201	6	271	5	4	...	
...	...	...	150	911	...	51	38	1,150	95	2,068	72	21	...	
...	...	...	21	119	...	20	10	170	13	285	12	...	...	
...	...	...	17	79	...	6	12	114	26	241	31	...	...	
...	...	...	25	88	...	8	6	127	16	224	14	...	...	
...	...	...	63	286	...	34	28	411	55	750	57	...	...	
...	...	...	13	40	...	3	8	64	6	161	8	...	...	
...	...	...	17	36	...	12	25	90	17	212	38	...	...	
...	...	...	34	79	...	48	61	222	17	232	76	1	...	
...	...	...	21	124	...	15	17	177	21	317	17	...	...	
...	...	...	27	63	...	16	18	124	10	234	32	6	...	
...	...	...	112	342	...	94	129	677	71	1,156	171	7	...	
									5	156	12	...	...	
...	...	...	28	97	...	8	6	139	1	74	9	...	...	
									...	60	2	...	...	
...	...	...	42	176	...	16	23	257	8	412	38	16	...	
									2	51	11	...	...	
...	...	...	70	273	...	24	29	396	16	753	72	16	...	
...	...	...	...	107	...	107	1	108	4	191	1	8		
...	...	...	1	86	...	87	...	87	...	87	...	...	...	
...	...	...	1	25	...	26	7	33	...	92	7	2	...	
1	1	2	5	120	...	125	...	129	5	202	...	23	...	
...	...	...	...	...	...	...	...	...	22	...	...	...	...	
1	8	...	3	129	9	142	...	141	9	240	3	2		
...	...	...	...	10	...	10	...	10	...	10	...	...	...	
...	...	...	2	85	...	87	...	...	...	96	...	71	25	
...	...	...	...	97	...	102	2	104	...	102	2	1	...	
...	...	...	...	67	...	70	1	71	...	70	1	1	...	
...	5	2	5	177	7	182	13	202	10	299	15	10	...	
...	...	...	7	94	...	101	...	101	...	101	...	...	...	
...	...	...	6	145	...	151	...	151	...	151	...	...	...	

APPENDIX TABLE

Sub-Inspectors (Surma and Assam

Name and rank of officers.	Qualifications of Sub-Inspectors.	Monthly pay of Sub-Inspectors.	Area in square miles under inspection.	Number of schools in area.			Number of days serving as Inspecting Officers.	Number of days spent in visiting schools within five miles of head-quarters.	Days on tour beyond five miles of head-quarters.		Number of miles travelled.	Amount of travelling allowance grant during 1906-1907.
				Secondary.	Primary.	Special and indigenous.			Actual.	Reckoned in proportion on a full year.		
1	2	3	4	5	6	7	8	9	10	11	12	13
												Rs.
Assam Valley and Hill Districts.												
Babu Kamakya Charan Sen Gupta ...	Read	45	3,033	6	129	2	317	22	195	225	3,037	359
Srijut Paramananda Gohain ...	B.A.	60	1,162	...	107	...	365	55	192	192	2,130	167
,, Sarbananda Das	,, B.A.	45	1,101	...	104	...	365	20	240	240	2,364	274
,, Sona Ram Bara	F. A.	60	2,945	...	92	3	235	35	124	103	1,589	172
,, Ditto Offg. Sub-Inspector ...	,,			...	...	...	40	7	14	128	200	
,, Baidya Nath Barua	,, B.A.	45	2,945	...	...	...	63	5	44	255	450	...
,, Nilkanta Barua ...	,, F.A.	45	1,980	3	87	2	365	4	274	274	2,413	337
,, Golok Chandra Bhuiyan ...	Ent.	45	1,863	2	70	...	283	...	88	...	...	34
,, Rohiteswar Datta ...	F.A.	..	1,863	2	79	...	165	2	48	241	459	40
,, Kamala Kanta Sarma ...	Read	75	1,350	...	...	...	119	3	93	285	622	63
,, Nava Kumar Barua	B.A. Ditto.	45	1,350	...	144	...	246	4	132	195	1,335	153
,, Biseswar Changakati ...	Ditto	45	1,234	...	127	134	365	4	313	313	2,041	470
Munshi Bakshi Muhamed	F. A.	45	...	...	150	...	319	5	240	274	...	...
Nissor Singh	Read F.A.	60	...	5	198	1	355	29	246	246	2,092	292
Joel Gotpholi	Read Ent.	60	...	1	163	...	365	21	245	245	1,787	240

XXXVII—*concld.*

Valley and Hill Districts).

Number of schools visited *in situ*.									Total visits paid to schools *in situ*.			Number of Primary Schools not visited during the year.	Number of Lower Primary schools for boys visited at gatherings by Inspecting Officers of higher rank.	Remarks.
For boys.					For girls.									
High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Secondary.	Primary.	Special not indigenous.	Total.	Secondary.	Primary.	Special and indigenous.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
...	...	...	...	102	...	102	...	102	26	195	1	27	...	
...	...	...	...	107	...	107	...	107	...	230	...	...	...	
...	...	...	1	114	...	115	...	115	...	269	...	10	...	
...	...	...	...	36	...	36	...	36	...	135 14	...	1	7	
...	...	...	...	28	...	28	...	28	...	2	...	...	...	
...	...	...	...	86	...	86	...	86	...	282	...	7	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Reliable figures showing the officer's tour are not available.
...	...	...	...	58	...	58	...	58	...	58	...	21	...	
...	...	...	7	133	...	140	...	140	...	140	...	4	...	
...	...	...	3	123	...	126	5	131	...	262	7	1	...	
...	...	...	6	135	...	141	...	41	...	227	...	...	...	
...	4	...	4	178	4	178	...	182	4	178	...	10	...	
...	1	...	2	153	1	155	...	156	3	215	...	17	...	

APPENDIX TABLE XXXVII—C.

Summary of work for 1906-1907.

District.	Of Deputy Inspectors of Schools.								Of Sub-Inspectors of Schools only.								
	Number of Deputy Inspectors of Schools.	Number of Middle schools under inspection.	Number of Middle schools under inspection visited.	Visits to Middle schools.	Total visits paid to schools.	Number of Middle schools not visited during the year.			Number of Sub-Inspectors of Schools.	Average number of days outside headquarters.	Total number of schools visited.	Number of schools under inspection.			Average number of Primary schools under inspection.	Average number of visits paid to Primary schools.	Total number of visits paid to schools.
						Government.	Aided.	Unaided.				Primary.	Indigenous.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Dacca	2	120	120	174	462	...	...	...	8	214	1,611	1,643	1,487	3,130	205	248	2,198
Mymensingh ...	2	124	124	152	320	...	...	...	10	223	1,945	2,115	248	2,363	211	226	2,617
Faridpur	2	81	81	143	372	...	...	...	7	220	1,482	1,538	177	1,715	209	266	1,965
Bakarganj ...	2	81	81	135	510	...	...	...	10	218	2,317	2,586	277	2,863	256·6	246	2,599
Total	8	406	406	604	1,664	...	...	...	35	217	7,355	7,882	2,189	10,071	225	244·8	9,279
Tippera	1	81	51	56	178	1	12	17	9	215	1,958	2,093	206	2,299	232	307	2,872
Noakhali	1	55	55	70	150	...	...	...	7	215	1,136	1,199	351	1,550	171	191	1,581
Chittagong ...	1	54	53	66	158	...	..	1	6	201	1,216	1,088	749	1,837	181	250	1,637
Chittagong Hill Tracts	...	...	...	...	...	...	...	...	1	225	100	95	30	125	95	124	138
Total ...	3	190	159	192	486	1	12	18	23	211·8	4,410	4,475	1,336	5,811	194	248·8	6,228
Rajshahi	1	27	27	33	128	...	...	...	5	209	563	572	10	582	106	204	1,198
Dinajpur	1	28	28	52	205	..	...	...	7	228	898	979	27	1,006	145	333	2,138
Jalpaiguri ...	1	13	13	26	191	...	...	...	4	236	367	349	33	369	89	216	903
Rangpur	1	58	58	85	235	...	...	...	8	231	1,150	1,133	35	1,168	144	261	2,235
Bogra	1	35	35	71	146	...	...	...	3	211	411	383	34	417	127	250	862
Pabna	1	43	43	55	159	...	...	...	5	257	677	555	7	562	112	264	1,398
Malda	1	22	22	61	248	...	...	...	2	201	396	384	24	408	133	290	841
Total	7	226	226	383	1,312	...	...	...	34	238·5	4,462	4,355	170	4,525	128	277·1	9,575
Sylhet	5	56	56	115	1,225	...	...	...	8	133·3	985	1,065	30	1,095	133·3	218·25	1,746
Cachar	2	6	6	22	597	...	...	...	1	162	151	162	...	162	162	252	252
Total	7	62	62	137	1,822	...	...	...	9	203·8	1,136	1,227	30	1,257	136·3	182·3	1,998
Goalpara	2	14	14	47	493	...	...	...	1	246	145	150	2	152	150	227	227
Kamrup	2	12	12	38	537	...	...	...	2	209	266	271	28	309	135	133	266
Darrang	2	4	4	18	660	...	...	...	...	177		Not supplied.		Not supplied.			
Nowgong	1	5	5	21	264	...	...	...	2	83	159	166	...	166	83	212	424
Sibsagar	3	7	7	28	618	...	...	...	3	87	258	268	...	268	87	232	695
Lakhimpur ...	2	8	8	40	558	...	...	...	1	209	102	129	2	131	129	195	222
Khasi and Jaintia Hills	...	5	5	7	Not given.	...	...	...	2	181	337	361	2	363	361	227	465
Naga Hills... ...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Garo Hills ...	1	1	1	6	54	...	...	...	...	110	48	110	...	110	110	5	54
Total	13	57	57	206	3,184	...	...	...	11	225·7	1,382	1,445	34	1,499	13	203·8	2,353
Grand total ...	38	936	905	1,501	8,414		112	18	112	2,22·5	18,745	19,394	3,759	23,163	173	246·4	29,432

APPENDIX TABLE XXXVIII.

Expenditure on Direction and Inspection from Public Funds.

Province.	1901-1902.								1906-1907.								Percentage of increase or decrease.	
	Provincial revenues.		Local Funds.		Municipal Funds.		Total.		Provincial revenues.		Local funds.		Municipal funds.		Total.			
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	1906-1907, compared with 1901-1902.	1901-1902, compared with 1896-1897.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.		Rs.		Rs.			
Eastern Bengal and Assam.	161,006	27·2	110,493	16·5	684	2·6	272,183	21·1	264,356	19·9	141,425	11·9	858	2·6	406,939	7·9	49·4	12·1
Percentage of increase or decrease :—																		
1906-1907, compared with 1901-1902.	...	...	...	...	...	...	...	...	64·2	...	27·9	...	25·4	...	49·4	...	...	...
1901-1902, compared with 1906-1907.	14·8	...	8·3	...	12·7	...	12·1	...	...	...	...	...	...	...	...	...	...	...

CHAPTER IV.

APPENDIX TABLE XXXIX.

General Statistics—(Colleges).

Year.	State.				District or Local Funds.				Municipal.				Aided.				Unaided.				Total.			
	Number of institutions.	Number of pupils on the 31st March.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils on the 31st March.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils on the 31st March.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils on the 31st March.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils on the 31st March.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils on the 31st March.	Average attendance.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
				Rs.																Rs.				Rs.
1901-1902 ...	4	739	726	92,488	...	...	...	...	...	...	...	...	...	...	...	...	7	934	904	35,928	11	1,673	1,630	1,28,416
1902-1903 ...	4	697	685	85,963	...	...	...	...	...	...	...	...	...	...	...	...	7	920	901	46,271	11	1,617	1,586	1,32,234
1903-1904 ...	4	594	502	77,228	...	...	...	...	...	...	...	...	...	...	...	...	7	969	926	52,097	11	1,563	1,428	1,29,325
1904-1905 ...	4	534	515	99,196	...	...	...	...	...	...	...	...	...	...	...	...	7	1,042	948	49,893	11	1,576	1,463	1,49,089
1905-1906 ...	4	519	513	98,528	...	...	...	...	...	...	...	...	...	...	...	...	7	1,001	906	51,665	11	1,520	1,419	1,50,193
1906-1907 ...	4	436	405	1,28,534	...	...	...	...	...	...	...	...	...	...	...	...	7	761	652	46,246	11	1,197	1,057	1,74,780

APPENDIX TABLE XL.

Classification of Arts Colleges according to management.

Management.	1896-1897.		1901-1902.		1906-1907.	
	1st grade.	2nd grade.	1st grade.	2nd grade.	1st grade.	2nd grade.
1	2	3	4	5	6	7
Government	2	1	2	2	2	2
District or Local Board ...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...
Aided	...	...	...	...	...	...
Unaided	...	3	1	6	1	6
Total	2	4	3	8	3	8

APPENDIX TABLE XLI.

The number of pupils in each of the successive stages of instruction during each of the last three quinquennial years.

Year.	4th year class.				3rd year class.				2nd year class.				1st year class.			
	State Colleges.		Unaided Colleges.		State Colleges.		Unaided Colleges.		State Colleges.		Unaided Colleges.		State Colleges.		Unaided Colleges.	
	On the 31st December.	On the 31st March.	On the 31st December.	On the 31st March.	On the 31st December.	On the 31st March.	On the 31st December.	On the 31st March.	On the 31st December.	On the 31st March.	On the 31st March.	On the 31st December.	On the 31st December.	On the 31st March.	On the 31st December.	On the 31st March.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1896-1897	113	81	Nil.	Nil.	67	64	...	...	189	139	325	304	186	188	184	112
1901-1902	212	99	39	41	127	125	16	17	347	247	558	408*	263	261	307	310*
1902-1903	202	112	47	47	94	88	50	44	332	238	665	399*	248	254	332	299*
1903-1904	158	75	96	89	91	89	24	24	234	216	744	450*	223	214	344	307*
1904-1905	133	75	67	91	93	97	42	40	246	175	702	419*	185	185	375	350*
1905-1906	152	81	99	99	92	92	25	31	207	142	678	435*	203	194	352	288*
1906-1907	166	92	66	66	70	67	20	20	232	143	549	353*	136	136	244	205*

* Excluding Comilla College which has not given figures according to the stages of instruction on the 31st March.

The total number of pupils in this College on that date was—

1901-1902	158
1902-1903	131
1903-1904	98
1904-1905	142
1905-1906	158
1906-1907	117

APPENDIX TABLE XLII.

The percentage of successful pupils in the 4th and 2nd year classes of each College for each of the last six years.

Year.	Percentage of successful pupils in the 4th and 2nd year classes.							
	Fourth year class.				Second year class.			
	Number in the class on the 31st December.	Number in the class on the 31st March.	Number passed.	Percentage on column 1.	Number in the class on the 31st December.	Number in the class on the 31st March.	Number passed.	Percentage on column 6.
1	2	3	4	5	6	7	8	9
1901-1902 ...	251	140	50	19·9	905	655*	340	37·5
1902-1903 ...	249	159	44	17·7	937	637*	287	28·7
1903-1904 ...	254	164	32	12·6	1,023	666*	394	38 3
1904-1905 ...	210	166	65	30·9	948	594*	337	35·5
1905-1906 ...	251	180	52	20·7	885	577*	287	32·4
1906-1907 ...	232	148	41	17·6	781	496*	278	35·6

* Excluding Comilla College which has not supplied figures.

APPENDIX TABLE XLIII.

Examination Results.

	F. A. Examination.				B. A. Examination.				B. Sc. Examination.				M. A. Examination.				B. L. Examination.				B. E. Examination.			
	Number of pupils in the 2nd year class on 31st December.	Number of candidates.	Number passed.	Percentage of success on the pupils in the class.	Number of pupils in the 4th year class on the 31st December.	Number of candidates.	Number passed.	Percentage of success on the pupils in the class.	Number of pupils in the class.	Number of candidates.	Number passed.	Percentage of success on the pupils in the class.	Number of pupils in the class.	Number of candidates.	Number passed.	Percentage of success on the pupils in the class.	Number of pupils in the class.	Number of candidates.	Number passed.	Percentage of success on the pupils in the class.	Number of pupils in the class.	Number of candidates.	Number passed.	Percentage of success on the pupils in the class.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1897-1898 to 1901-1902	4,234	3,349	1,332	31·5	1,080	1,093	243	22·5	...	...	...	...	44	32	7	15·9	180	282	105	58·3	...	...	...	...
1902-1903 ...	997	983	287	28·7	249	265	44	17·7	...	...	...	...	5	12	...	...	39	66	12	30·8	...	...	...	...
1903-1904 ...	1,023	1,000	394	38·3	254	250	32	12·6	...	...	...	...	5	2	...	...	35	77	31	88 3	...	...	...	...
1904-1905 ...	948	885	337	35·5	210	206	65	30·9	...	...	...	...	2	2	...	...	75	78	15	20·0	...	...	...	...
1905-1906 ...	885	801	287	32·4	251	239	52	20·7	...	...	...	...	11	5	2	18·2	74	20	1	1·3	...	...	...	...
1906-1907 ...	781	748	278	35·6	232	230	41	17·6	...	...	...	...	6	...	...	...	20	...	...	...	...	...	...	...

APPENDIX TABLE XLIV.

Results of the University Arts Examinations according to management of Colleges for the years 1902-1903. *to* 1906-1907.

Examination.	Public management.					Aided.					Unaided.					Private students.					Total.				
	Colleges.	Number in the class on the 31st December.	Number of candidates.	Number passed.	Percentage.	Colleges.	Number in the class on the 31st December.	Number of candidates.	Number passed.	Percentage.	Colleges.	Number in the class on the 31st December.	Number of candidates.	Number passed.	Percentage.	Colleges.	Number in the class on the 31st December.	Number of candidates.	Number passed.	Percentage.	Colleges.	Number in the class on the 31st December.	Number of candidates.	Number passed.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
M. A.	2	29	24	2	6·9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	29	24	2	6·9
B. A.	2	801	799	173	21·6	...	...	...	...	...	1	395	391	61	15·5	...	...	...	...	...	3	1,196	1,190	234	19·5
B. Sc.	...	...	...	...	...	...	...	...	...	...	Nil	...	...	...	...	...	...	...	...	...	Nil	...	...	...	...
F. A.	4	1,301	1,264	540	41·5	...	...	...	...	...	7	3,338	3,153	1,043	31·2	...	...	...	...	...	11	4,639	4,417	1,583	34·1

APPENDIX TABLE XLV.

Progress of Art Colleges.

Year.	Number of students.	Average for five years.	Number of boys of school-going age of whom one was attending in an Arts College.
1	2	3	4
1896-1897	881	822·8	2669·5
1897-1898	607*		3874·6
1898-1899	863*		2725·2
1899-1900	814*		2889·3
1900-1901	949*		2478·3
1901-1902	1,673	1,829·2	1405·8
1902-1903	1,617		1454·5
1903-1904	1,563		1504·7
1904-1905	1,576		1492·3
1905-1906	1,520		1547·3
1906-1907	1,197		1981·5

* Brajamohan and Jagannath Colleges have not supplied the figures.

APPENDIX TABLE XLVI.

Proportion of students in Arts Colleges according to management.

Year.	Under public management.	Aided.	Unaided.
1	2	3	4
1900-1901	...	...	...
1901-1902	44·2	...	55·8
1902-1903	43·1	...	56·9
1903-1904	38·1	...	61·9
1904-1905	33·9	...	66·1
1905-1906	34·2	...	65·8
1906-1907	36·4	...	63·6

APPENDIX TABLE XLVII.

Expenditure on Arts Colleges.

Year.	From Provincial Revenues.			From district or Local and Municipal Funds.	From Fees.	From other sources.	Total.
	In Colleges under public management.	In aided Colleges.	Total.				
1	2	3	4	5	6	7	8
	Rs.		Rs.		Rs.	Rs.	Rs.
1901-1902	29,853	...	29,853	...	79,655	18,908	1,28,416
1902-1903	25,690	...	25,690	...	80,606	25,938	1,32,234
1903-1904	34,250	...	34,250	...	66,061	29,014	1,29,335
1904-1905	52,100	...	52,100	...	70,948	26,041	1,49,089
1905-1906	51,445	...	51,445	...	71,061	27,687	1,50,193
1906-1907	87,080	...	87,080	...	56,439	31,261	1,74,780
Percentage of increase or decrease 1906-1907, compared with 1901-1902.	191·7	...	191·7	...	—29·1	65·3	36·1

N.B.—The figures for 1904-1905 given in this table do not exactly tally with those given last year, and are more correct.

APPENDIX TABLE XLVIII.

Average cost of educating each pupil.

——	1901-1902.	1902-1903.	1903-1904.	1904-1905.	1905-1906.	1906-1907.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government	127	124	130	186	193	307
Unaided	38	50	56	48	51	69

APPENDIX TABLE XLIX.

Average rate of fees in Arts Colleges according to management and proportion to total expenditure.

Year.	Colleges under public management.	Percentage of total expenditure.	Aided Colleges.	Percentage of total expenditure.	Unaided Colleges.	Percentage of total expenditure.
1	2	3	4	5	6	7
1896-1897	3	...	...	...	3	...
1901-1902	4	56·5	...	...	7	76
1902-1903	4	58·1	...	...	7	66·2
1903-1904	4	42·3	...	...	7	64·1
1904-1905	4	37·1	...	...	7	68·5
1905-1906	4	37·3	...	...	7	68·1
1906-1907	4	24·3	...	...	7	54·7

APPENDIX TABLE L.

Scholarships.

Year.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Other sources.	Total.	Percentage of total expenditure on scholarships.
1	2	3	4	5	6	7
1901-1902	23,339	...	...	471	23,810	25·6
1906-1907	24,914	...	...	6,442	31,356	28·2
Percentage of increase or decrease	6·7	...	...	1,267·7	31·7	...

CHAPTER V.—APPENDIX TABLE LI.

General Statistics of Secondary Schools.

Year.	High English.		Middle English.		Middle Vernacular.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
1	2	3	4	5	6	7
1901-1902	187	46,711	421	31,868	480	24,619
1902-1903	197	47,246	435	33,414	473	23,838
1903-1904	203	49,445	455	36,542	450	24,888
1904-1905	208	49,615	469	37,038	441	23,967
1905-1906	212	48,774	498	39,128	434	23,947
1906-1907	212	47,130	511	41,973	420	24,401

APPENDIX TABLE LII.

Comparative Statistics of English Secondary Schools for boys (this includes High and Middle English).

Year.	Schools.	Pupils.	Percentage of increase or decrease.	
			Schools.	Pupils.
1	2	3	4	5
1896-1897	513	54,277	... ...	...
1901-1902	608	78,579	+ 18·5	+ 44·7
1902-1903	632	80,660	+ 4	+ 2·6
1903-1904	658	86,087	+ 4·1	+ 6·9
1904-1905	677	86,703	+ 3·2	+ ·7
1905-1906	716	87,902	+ 4·8	+ 1·4
1906-1907	723	89,103	+ 1·7	+ 1·2

APPENDIX TABLE LIII.

Comparative Statistics of Vernacular Secondary Schools for boys—(Middle Vernacular).

Year.	Schools.	Pupils.	Percentage of increase or decrease.	
			Schools.	Pupils.
1	2	3	4	5
1896-1897	663	32,011	...	...
1901-1902	480	24,619	— 27·6	— 23·8
1902-1903	473	23,838	— 1·5	— 3·2
1903-1904	450	24,888	— 4·8	+ 4·4
1904-1905	441	23,967	+ 1·1	— 3·7
1905-1906	434	23,947	— 4·6	— ·1
1906-1907	420	24,401	— 3·2	+ 1·9

APPENDIX TABLE LIV.

Number of pupils in Secondary Schools for boys.

Year.	Pupils.	Percentage of increase or decrease compared with preceding year.
1	2	3
1901-1902	103,198	+ 19·8
1902-1903	104,498	+ 1·2
1903-1904	110,975	+ 6·2
1904-1905	110,660	+ ·8
1905-1906	111,849	+ 1·0
1906-1907	113,504	+ 1·4

APPENDIX TABLE LV.

Stages of instruction in Secondary Schools for boys.

Stage.	1901-1902.		1902-1903.		1903-1904.		1904-1905.		1905-1906.		1906-1907.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13
High	11,681	11·3	16,047	15·3	19,070	17·2	19,734	17·9	19,559	17·5	18,950	16·7
Middle	19,611	19·0	21,177	20·3	22,110	19·9	22,191	20·0	23,269	20·8	23,288	20·5
Upper Primary	27,248	26·4	24,831	23·8	26,457	23·9	26,151	23·6	26,557	23·7	26,540	23·4
Lower Primary (a) ...	41,879	40·6	36,966	35·4	35,402	31·9	35,287	31·9	34,659	30·9	35,925	31·6
Ditto(b)	2,779	2·7	5,477	5·2	7,846	7·1	7,307	6·6	7,805	6·9	8,801	7·8
Total	103,198	100	104,498	100	110,975	100	110,670	100	111,849	100	113,504	100

(a) Reading printed books.
(b) Not reading printed books.

APPENDIX TABLE LVI.

High Schools.

Year.	State.		District or Local and Municipal.		Native states.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
1901-1902	24	7,358	1	518	...	...	58	14,362	104	24,473	187	46,711
1902 1903	24	7,027	1	495	...	...	59	14,010	113	25,714	197	47,246
1903-1904	24	6,970	1	499	...	...	62	14,869	116	27,107	203	49,445
1904-1905	24	7,166	1	498	...	...	66	15,181	117	26,770	208	49,615
1905-1906	24	6,765	1	553	...	...	63	13,914	124	27,542	212	48,774
1906-1907	25	6,793	1	547	...	...	63	13,792	123	25,998	212	47,130
Percentage of increase or decrease compared with 1901-1902.	+ 4·2	— 7·7	...	— 1·1	...	...	+ 8·6	— 3·9	+ 18·2	+ 6·2	+ 13·3	+ ·9

APPENDIX TABLE LVII.

Statistics of Matriculation Examination.

	1896-1897.		1901-1902.		1906-1907.	
	Competing schools.	Successful pupils.	Competing schools.	Successful pupils.	Competing schools.	Successful pupils.
1	2	3	4	5	6	7
Eastern Bengal and Assam ...	109	881	162	973	184	1,102
Percentage of increase or decrease compared with preceding quinquennial year.	...	...	48·6*	10·4*	13·5*	13·2*

* This does not include Madrassa figures.

APPENDIX TABLE LVIII.

Result of Matriculation Examinations (boys only) according to management.

Year.	Under public management.				Aided.				Unaided.				Private students.			Total.			
	Competing Schools (High).	Total candidates.	Successful candidates.	Percentage.	Competing Schools (High).	Total candidates.	Successful candidates.	Percentage.	Competing Schools (High).	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Competing Schools (High).	Total candidates.	Successful candidates.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1901-1902 ...	27	410	309	75·3	56	485	285	58·7	79	963	379	39·4	14	4	28·5	163	1,870	977	52·2
1906-1907 ...	26	432	314	72·6	58	496	284	57·4	100	839	504	59·9	23	8	34·7	184	1,790	1,110	62·0

APPENDIX TABLE LIX.

Middle English.

Year.	State.		District or Local and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
1901-1902	4	329	10	843	...	...	288	21,819	119	8,879	421	31,868
1902-1903	4	329	11	1,094	...	...	294	22,529	126	9,462	435	33,414
1903-1904	4	288	11	1,226	...	...	300	23,982	140	11,146	455	36,642
1904-1905	4	249	15	1,638	...	...	320	24,990	130	10,211	469	37,088
1905-1906	5	382	16	1,727	...	...	335	26,014	142	11,088	498	39,131
1906-1907	5	386	18	1,883	...	...	350	28,403	138	11,301	511	41,973
Percentage of increase or decrease, 1906-1907, compared with 1901-1902.	+25	+17·3	+80	+123·3	...	...	+21·5	+30·1	+15·9	+27·2	+21·3	+31·7

APPENDIX TABLE LX.

Average number of scholars in Secondary English Schools.

Kind of school.	High Schools.		Middle Schools.	
	1901-1902.	1906-1907.	1901-1902.	1906-1907.
1	2	3	4	5
Government	306	271	78	76
District or Local and Municipal ...	518	547	63	78
Native States	...	...	35	20
Aided	247	219	60	68
Unaided	235	211	69	79

APPENDIX TABLE LXI.

Percentage of pupils in daily attendance in English Secondary Schools for boys.

Year.	Government.	Board.	Native States.	Aided.	Unaided.
1	2	3	4	5	6
1896-1897	82·2	79·9	.....	79·6	76·4
1901-1902	82·1	82·8	85·7	80·9	79·0
1902-1903	82·1	80·7	78·1	70·9	78·1
1903-1904	82·2	81·2	66·6	80·9	79·7
1904-1905	81·4	79·5	82·3	80·9	79·5
1905-1906	81·3	79·1	93·8	81·3	79·3
1906-1907	82·1	81·6	84·2	80·9	79·4

APPENDIX TABLE LXII.

Proportion of pupils learning English in Secondary English Schools for boys (High and Middle English).

Year.	Total of pupils in English Secondary Schools.	Number learning English.	Percentage.
1	2	3	4
1901-1902	80,344	63,350	78·8
1902-1903	81,767	60,814	74·4
1903-1904	87,714	63,884	72·8
1904-1905	88,481	64,549	72·9
1905-1906	87,902	63,426	72·1
1906-1907	89,103	63,007	70·7

APPENDIX TABLE LXIII.

Number of pupils learning English in Secondary and Primary Schools for boys.

Year.	English Secondary Schools.	Vernacular Secondary Schools.	Primary Schools.	Total.	Number of boys of school-going age of whom one was learning English.
1	2	3	4	5	6
1901-1902	63,350	4,402	1,335	69,087	33
1902-1903	60,810	4,577	2,018	67,405	34
1903-1904	63,884	5,126	64	69,074	33
1904-1905	64,549	4,195	700	69,444	33
1905-1906	63,426	4,528	710	68,664	34
1906-1907	63,007	4,104	461	67,572	34

APPENDIX TABLE LXIV.

Vernacular Secondary School for boys (Middle Vernaculur Schools).

Year.	Government.		District or Local and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	16	11	12	13
1901-1902	16	1,248	45	2,662	1	35	379	1[illegible]22	39	2,162	480	24,619
1902-1903	15	772	44	2,677	1	32	379	18,[illegible]4	34	1,903	473	23,838
1903-1904	15	1,201	45	2,827	1	29	355	18,7	33	2,046	450	24,888
1904-1905	16	1,385	43	2,649	1	31	354	18,17	27	1,724	441	23,967
1905-1906	17	1,344	44	2,660	1	20	346	18,291	26	1,632	434	23,947
1906-1907	16	1,218	43	2,892	1	20	332	18,329	28	1,942	420	24,401

APPENDIX TABLE LXV.

Expenditure on English Secondary Schools for boys.

Year.	From Provincial Revenues.		From District or Local and Municipal Fund.	From Fees.	From other sources.	From native State revenues.	Total.	Percentage of increase or decrease.	
	In schools under public management.	In aided schools.						1906-1907, compared with 1901-1902.	1901-1902, compared with 1896-1897.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
1901-1902	55,949	28,297	70,341	6,96,860	2,11,803	424	10,63,674	...	+33·3
1902-1903	56,401	28,169	71,580	7,53,636	2,09,444	714	1,119,944	...	...
1903-1904	60,860	33,569	73,767	8,15,019	2,11,869	770	11,95,854	...	...
1904-1905	67,841	37,522	80,766	8,57,154	2,14,922	1,000	12,59,205	...	...
1905-1906	60,646	30,249	85,790	8.87,601	2,14,862	4,336	12,83,484	...	...
1906-1907	95,463	28,571	96,861	8,71,783	2,35,614	4,460	13,32,752	+25·3	...

APPENDIX TABLE LXVI.

Expenditure on Vernacular Secondary Schools for boys.

Year.	From Provincial Revenues.		From District or Local and Municipal Funds.	From Fees.	From other sources.	From native States revenues	Total.	Percentage of increase or decrease.	
	In schools under public management.	In aided schools.						1906-1907, compared with 1901-1902.	1901-1902, compared with 1896-1897.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
1901-1902	11,264	23,659	40,219	72,447	33,433	290	1,81,312	...	—16·7
1902-1903	11,558	24,167	35,694	72,550	34,555	400	1,78,924	...	...
1903-1904	11,838	22,588	35,354	75,298	31,882	414	177,374	...	...
1904-1905	11,849	24,351	38,422	79,659	28,606	332	1,83,219	...	...
1905-1906	11,522	27,496	37,136	81,002	27,553	264	1,84,973	...	...
1906-1907	11,420	27,784	37,563	81,907	26,064	225	1,84,966	+2·1	...
Percentage of increase or decrease, 1906-1907, compared with 1901-1902.	+ 1·4	+ 17·4	— 6·5	+ 13·0	— 22·0	— 22·4	+ 2·1	...	...
1901-1902, compared with 1896-1897.	+ 23·0	— 6·8	— 18·5	— 23·2	— 18·7	...	— 16·7		

APPENDIX TABLE LXVII.

Average cost of a Secondary School for boys.

	1901-1902.									1906-1907.								
	English.						Vernacular.			English.						Vernacular.		
	High.			Middle.						High.			Middle.					
	Schools.	Amount.	Cost.	Schools.	Amount.	Cost.	Schools.	Amount.	Cost.	Schools.	Amount.	Cost.	Schools.	Amount.	Cost.	Schools.	Amount.	Cost.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.
Dacca	96	3,64,005	...	177	1,16,400	...	110	59,585	...	107		...	217			102		
Rajshahi	40	1,73,260	...	95	71,726	...	214	44,235	...	46	7,74,574	...	129	305,460	...	185	1,53,068	...
Chittagong	28	1,09,399	...	71	40,523	...	112	37,636	...	32		...	96			96		
Eastern Bengal ...	164	6,46,664	3,943	343	2,28,649	666	436	1,41,456	324	185	7,74,574	4,186	434	3,05,460	703	383	1,53,068	399
Surma Valley ...	8	1,10,702	..	46	77,703	...	16	29,848	...	9	1,55,573	...	47	97,145	...	13	31,898	...
Assam Valley ...	15			32			28			18			30			24		
Assam	23	1,10,702	4,813	78	77,703	996	44	29,848	678	27	1,55,573	5,762	77	97,145	1,261	37	31,898	862
Eastern Bengal and Assam.	187	7,57,366	4,050	421	3,06,352	727	480	1,71,304	357	212	9,30,147	4,387	511	4,02,605	788	420	1,84,966	440

APPENDIX TABLE LXVIII.

Average cost of a pupil in Secondary Schools for boys.

	1901-1902.									1906-1907.								
	English.						Vernacular.			English.						Vernacular.		
	High.			Middle.						High.			Middle.					
	Pupils.	Amount.	Cost.	Pupils.	Amount.	Cost.	Pupils.	Amount.	Cost.	Pupils.	Amount.	Cost.	Pupils.	Amount.	Cost.	Pupils.	Amount.	Cost.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
		Rs.	Rs.		Rs.	Rs		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.
Dacca ...	25,172	...	...	13,103	...	...	9,968	...	...	25,351	...	...	17,515	...	...	9,083	...	...
Rajshahi ...	8,833	...	...	6,580	...	...	5,352	...	...	8,487	...	...	92,82	...	...	5,701	...	...
Chittagong ...	7,563	...	...	6,021	...	...	6,620	...	...	7,330	...	...	8,639	...	...	7,019	...	...
Eastern Bengal ...	41,568	6,46,664	15·5	25,704	228,749	8·9	21,940	1,41,456	6·4	41,168	7,74,574	18·8	135,436	3,05,450	8·6	21,803	1,53,068	7·0
Assam Valley ...	2,021	...	...	3,311	...	...	914	...	...	2,458	...	...	3,940	...	...	874	...	...
Surma Valley ...	3,122	...	...	2,853	...	...	1,765	...	...	3,504	...	...	2,597	...	...	1 6,69	...	...
Assam ...	5,143	1,10,702	21·5	6,164	77,703	12·6	2,679	29,848	11·1	5,962	1,55,573	26·0	6,537	97,145	14·8	2,638	31,898	12·
Eastern Bengal and Assam.	46,711	7,57,366	16·2	31,868	3,06,352	9·6	24,619	1,71,304	6·9	47,130	9,30,147	19·7	41,973	4,02,605	9·6	24,401	1,84,966	7·5

APPENDIX TABLE LXIX.

Average fee Expenditure per pupil in the Secondary Schools for boys.

Province.	1901-1902.									1906-1907.								
	High.			Middle English.			Middle Vernacular.			High.			Middle English.			Middle Vernacular.		
	Fees.	Number of pupils.	Average.	Fees.	Number of pupils.	Average.	Fees.	Number of pupils.	Average.	Fees.	Number of pupils.	Average.	Fees.	Number of pupils.	Average.	Fees.	Number of pupils.	Average.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.			Rs.			Rs.			Rs.			Rs.			Rs.		
Government ...	1,46,303	7,353	19·8	1,320	339	3	3,789	1,223	3·1	1,49,252	6,80	21·9	1,888	361	5·2	4,105	1,220	3·3
Board ...	5,970	437	13·6	3,459	843	4·1	8,105	2,602	3·1	8,487	547	15·5	9,817	1,883	5·2	10,774	2,798	3·8
Native States ...	...	...	...	...	...	...	48	35	1·3	...	...	...	...	...	...	28	2	1·4
Aided	1,77,532	14,216	12·4	96,592	21,151	4·5	55,390	18,069	3·0	1,99,035	13,658	14·5	1,34,843	27,519	4·9	60,828	17,867	3·4
Unaided	2,40,399	23,694	10·2	24,779	8,518	2·9	5,115	2,125	2·4	3,27,850	26,267	12·4	40,611	10,964	3·9	6,172	1,918	3·2

APPENDIX TABLE LXX.

Percentage of Expenditure from Private Funds on Secondary Schools for boys.

Division.	English.									Vernacular.								
	1896-1897.			1901-1902.			1906-1907.			1896-1897.			1901-1902.			1906-1907.		
	Amount.	Number of schools.	Percentage.	Amount.	Number of schools.	Percentage.	Amount.	Number of schools.	Percentage.	Amount.	Number of schools.	Percentage.	Amount.	Number of schools.	Percentage.	Amount.	Number of schools.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.			Rs.			Rs.			Rs.			Rs.			Rs.		
Dacca	2,82,706	232	84	4,30,723	273	89	5,19,249	324	89	62,587	285	68	44,630	214	64	39,304	185	62
Rajshahi	1,51,533	125	76	2,06,239	135	84	2,45,953	167	83	32,753	129	65	28,943	110	66	30,978	102	66
Chittagong ...	79,650	68	77	1,27,326	99	84	1,63,799	128	79	26,673	199	58	21,174	112	56	27,650	96	63
Eastern Bengal ...	5,13,889	425	75·4	7,64,288	507	87·3	9,29,001	619	86·4	1,22,013	613	68·0	94,747	436	62·5	97,932	383	63·9
Surma Valley ...	46,835	45	65·6	59,617	54	71·6	76,308	56	69·2	5,939	17	55·6	4,742	16	52·1	3,808	43	40·5
Assam Valley ...	64,845	43	69·57	85,182	47	81·0	1,06,548	48	74·78	7,507	33	37·6	6,681	29	32·2	6,456	24	28·7
Assam	1,11,680	88	68·3	1,44,799	101	76·8	1,82,856	103	78·5	13,446	50	43·8	11,423	45	38·2	10,264	37	32·2
Eastern Bengal and Assam.	6,25,569	513	73·6	9,09,687	608	85·4	11,11,857	723	83·4	1,35,459	663	67·4	1,06,170	481	58·5	1,08,196	420	58·5

APPENDIX TABLE LXXI.

Expenditure of Scholarships in Secondary Schools for boys.

—	Provincial Revenues.	Local Funds.	Municipal Funds.	Other sources.	Total.	Percentage of total expenditure on Scholarship.
1	2	3	4	5	6	7
1906-1907	25,386	19,089	393	3,500	48,368	43·5
Total for 1901-1902 ...	27,020	15,037	...	3,629	45,686	
Percentage of increase or decrease	— 6·4	+26·9	+100	—3·6	+5·8	

CHAPTER VI.—*Primary Education.*

APPENDIX TABLE LXXII.

General Statistics.

Kind of Institution.	1901-1902.				1906-1907.			
	Number of Institutions.	Number of Pupils.	Average attendance.	Total expenditure.	Number of Institutions.	Number of pupils.	Average attendance.	Total expenditure.
1	2	3	4	5	6	7	8	9
State	29	669	513	4,765	83	2,757	2,237	12,369
District or Local Board	1,063	29,645	20,879	87,442	2,476	93,278	64,248	288,936
Municipal	27	1,430	1,162	4,715	25	1,523	1,142	7,294
Aided	11,670	358,245	276,546	979,743	12,329	410,092	308,413	1,121,092
Unaided	3,819	83,785	64,095	129,237	2,118	53,061	39,284	74,070
Total	16,608	473,774	363,195	1,205,932	17,531	560,711	415,325	1,503,811

APPENDIX TABLE LXXIII.

Comparative Statistics of Primary Schools for boys.

Year.	Upper Primary.		Lower Primary.		Total.		Percentage of increase or decrease.					
							Upper Primary.		Lower Primary.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
1896-1897 ...	1,852	70,770	16,072	401,188	17,924	471,958	...	...	...	...	...	...
1901-1902 ...	1,906	78,324	14,702	395,450	16,608	473,774	2·9	10·7	—8·5	—1·4	—7·3	·4
1902-1903 ...	2,053	86,152	14,933	403,134	16,986	489,286	7·7	9·9	1·6	1·9	2·3	3·2
1903-1904 ...	2,194	97,181	15,566	438,710	17,760	535,891	—25·7	13·9	4·2	8·3	4·5	9·5
1904-1905 ...	2,204	96,810	14,926	422,899	17,130	519,789	·4	·3	—4·1	—3·6	—3·5	—4·8
1905-1906 ...	2,281	100,528	15,349	446,791	17,630	547,319	3·5	3·7	2·9	5·6	2·9	5·3
1906-1907 ...	2,218	102,070	15,313	458,641	17,531	560,711	—2·3	1·5	·02	2·6	—·5	2·4

APPENDIX TABLE LXXIV.

Number of pupils in Primary Schools for boys.

Province.	1896-1897.	1901-1902.	1902-1903.	1903-1904.	1904-1905.	1905-1906.	1906-1907.	Percentage of increase or decrease.	
								1901-1902, compared with 1896-1897.	1906-1907, compared with 1901-1902.
1	2	3	4	5	6	7	8	9	10
Eastern Bengal and Assam	471,958	473,774	489,286	535,891	519,789	547,319	560,711	·4	18·3
Percentage of increase or decrease, compared with preceding year.	...	...	3·2	9·5	—3·0	5·3	2·4	.....	.....

APPENDIX TABLE LXXV.

Primary Schools for boys according to management.

Year.	Government.		District or Local Board and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
1901-1902	29	669	1,090	21,075	12	285	11,670	358,245	3,807	83,500	16,608	473,774
1902-1903	36	1,012	1,120	32,892	...	...	13,705	408,189	2,125	47,193	16,986	489,286
1903-1904	69	2,176	1,953	62,982	...	...	13,463	416,357	2,275	54,376	17,760	535,891
1904-1905	59	2,015	1,831	66,051	...	...	13,050	399,451	2,190	52,272	17,130	519,789
1905-1906	79	2,625	2,299	88,686	...	...	12,880	397,200	2,372	58,808	17,630	547,319
1906-1907	83	2,757	2,501	94,801	15	376	12,829	410,092	2,103	52,685	17,531	560,711
Percentage of increase or decrease, 1906-1907, compared with 1901-1902.	186·2	312·1	12·9	205·7	25	31·9	9·9	14·4	—44·7	—36·8	5·5	18·3
1901-1902, compared with 1896-1897.	64·6	95·6	—3·9	6·1	—50	—48·5	—·4	4·3	—24·6	—15·4	—7·3	·4

APPENDIX TABLE LXXVI.

Pupils in Primary stages in all boys' schools, Secondary and Primary.

Year.	Number of pupils in several stages.			Percentage of total population of School-going age in each stage.		
	Upper Primary.	Lower Primary (A).	Lower Primary (B).	Upper Primary.	Lower Primary (A).	Lower Primary (B).
1	2	3	4	5	6	7
1896-1897	31,525	416,039	85,971	·7	10·1	2·1
1901-1902	38,987	420,224	86,260	·8	9·2	1·9
1902-1903	38,393	389,980	127,940	·8	8·5	2·8
1903-1904	42,472	382,537	180,267	·9	8·3	3·9
1904-1905	45,320	367,466	182,516	·9	8·0	3·9
1905-1906	45,192	348,732	222,300	·9	7·5	4·8
1906-1907	44,038	361,966	225,876	·9	7·8	4·8

(A) Reading printed books.
(B) Not reading printed books.

APPENDIX TABLE LXXVII.

Classification of all pupils in Primary stages in boys' schools.

Year.	In Secondary Schools.	In Primary Schools.	Total.	Percentage in Secondary Schools.	Percentage in Primary Schools.
1	2	3	4	5	6
1896-1897	61,285	472,250	533,535	11·5	88·5
1901-1902	71,906	473,565	545.471	13·2	86·8
1902-1903	67,274	489,030	556,304	12·1	87·9
1903-1904	69,795	535,581	605,376	11·5	88·5
1904-1905	68,745	519,520	588,265	11·7	88·3
1905-1906	69,201	547,203	616,224	11·2	88·8
1906-1907	71,266	560,611	631,877	11·3	88·7

APPENDIX TABLE LXXVIII.

Comparative Statistics of boys in Primary stages.

Year.	Number of boy in Primary Schools.	Percentage in male population of school-going age.
1	2	3
1891-1892	463,811	.....
1896-1897	519,093	24·7
1901-1902	530,542	22·7
1902-1903	527,339	22·6
1903-1904	573,977	24·6
1904-1905	551,693	23·7
1905-1906	598,028	25·4
1906-1907	612,851	26·5

APPENDIX TABLE LXXIX.

Average number of pupils in Primary Schools for boys according to management.

Year.	Government.	District or Local Board and Municipal.	Native States.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7
1901-1902	23	28	24	30	21	29
1902-1903	28	29	...	29	22	22
1903-1904	31	32	...	31	24	32
1904-1905	34	36	...	30	24	30
1905-1906	33	38	...	31	25	31
1906-1907	33	37	25	32	25	32
For 1896-1897	20	25	69	30	21	27

APPENDIX TABLE LXXX.

Results of Upper Primary Scholarship Examinations and Leaving Certificate (boys only) according to management of schools.

Year.	Under public management.					Aided.					Unaided.					Private student.			Total.				
	Schools.	Number in the top class.	Number of candidates.	Successful candidates.	Percentage.	Schools.	Number in the top class.	Number of candidates.	Successful candidates.	Percentage.	Schools.	Number in the top class.	Number of candidates.	Successful candidates.	Percentage.	Number of candidates.	Successful candidates.	Percentage.	Schools.	Number in the top class.	Number of candidates.	Successful candidates.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1901-1902 ...	83	16	108(*a*)	74	68·5	1,539	2,683	4,011	2,464	61·4	97	216	261	163	62·4	81	31	30·8	1,669	2,915	4,461	2,732	61·2
1906-1907 ...	83	642	600(*a*)	522	87·0	2,162	9,224	8,977	66,75	74·3	200	2,628	2,569	2,050	79·8	...	...	...	2,443	12,383	12,146	9,247	76·1

(*a*) The Inspectors of Rajshahi and Surma Vellays could not supply the figures, so the percentage has been struck on the number of candidates.

APPENDIX TABLE LXXXI.

Results of Lower Primary Scholarship Examinations (boys only) according to management of schools.

Year.	Under public management.				Aided.				Unaided.				Private Students.			Total.			
	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	16	15	16	17	18	16	20
1901-1902 ...	473	1,614	854	52·9	64,446	21,551	13,739	63·7	221	632	292	46·3	28	18	64·3	7,230	23,816	14,897	62·5
1906-1907 ...	1,124	3,400	1,689	44·5	7,311	25,993	18,469	71·8	337	3,166	2,388	75·4	...	...	...	8,772	32,559	22,546	69·2

APPENDIX TABLE LXXXII.

Expenditure on Primary Schools for boys.

Province.	1901-1902.								1906-1907.							
	Provincial Revenues.			Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	Provincial Revenues.			Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.
	Under public management.	Aided.	Total.						Under public management.	Aided.	Total					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Eastern Bengal and Assam.	Rs. 4,765	Rs. 45,977	Rs. 50,742	Rs. 3,47,821	Rs. 14,033	Rs. 5,92,556	Rs. 2,00,780	Rs. 12,05,932	Rs. 12,375	Rs. 40,349	Rs. 52,724	Rs. 5,85,996	Rs. 16,305	Rs. 6,45,370	Rs. 1,99,416	Rs. 1,50,381
Percentage of increase or decrease, 1906-1907, compared with 1901-1902	...	...	...	...	...	...	...	...	159·7	—12·2	3·7	68·4	16·2	14·6	—·6	24·7
1901-1902, compared with 1896-1897.	108·5	5·2	10·3	7·7	12·7	12·5	—1·7	8·4	...	...	...	...	...	...	...	...

APPENDIX TABLE LXXXIII.

Average cost of a Primary School for boys.

Province.	1896-1897.			1901-1902.			1906-1907.		
	Public Funds.	Private Funds.	Total.	Public Funds.	Private Funds.	Total.	Public Funds.	Private Funds.	Total.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Eastern Bengal and Assam	21·2	40·8	62·0	24·8	47·7	72·5	37·3	48·4	85·7

APPENDIX TABLE LXXXIV.

Average cost of a pupil in a Primary School for boys.

Province.	1896-1897.				1901-1902.				1906-1907.			
	Avarege number of pupils in a school.	Public Funds.	Private Funds.	Total.	Average number of pupils in a school.	Public Funds.	Private Funds.	Total.	Average number of pupils in a school.	Public Funds.	Private Funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.
Eastern Bengal and Assam	29·3	·8	1·5	2·3	28·5	·8	1·7	2·5	31 9	1·1	1·5	2·6

APPENDIX TABLE LXXXV.

Percentage of direct expenditure from Public Funds in Primary Schools.

Province.	1901-1902.						1906-1907.					
	Provincial Revenues.		Local Funds.		Municipal Funds.		Provincial Revenues.		Local Funds.		Municipal Funds.	
1	2		3		4		5		6		7	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.	
Eastern Bengal and Assam	50,742	4·2	3,47,821	28·8	14,033	1·2	52,724	3·5	5,85,996	38·9	16,305	1·1

APPENDIX TABLE LXXXVI.

APPENDIX

Average Fee Expenditure per

Province.	Under public management.						Aided.			
	1901-1902.			1906-1907.			1901-1902.			
	Fees.	Pupils.	Average.	Fees.	Pupils.	Average.	Fees.	Pupils.	Average.	Fees.
1	2	3	4	5	6	7	8	9	10	11
Eastern Bengal and Assam ...	Rs. 7,516	31,744	·2	Rs. 8,221	97,558	·08	Rs. 494,473	358,245	1·4	Rs. 5,94,524

APPENDIX

Expenditure on scholarships in

Province.	Provincial Revenues.	Local Funds.
1	2	3
Eastern Bengal and Assam	5,719	7,991

TABLE LXXXVI.

pupil in Primary Schools for boys.

	Unaided.						Native States.					
1906-1907.	1901-1902.			1906-1907.			1901-1902.			1906-1907.		
Pupils.	Average.	Fees.	Pupils.	Average.	Fees.	Pupils.	Average.	Fees.	Pupils.	Average.	Fees.	Pupils.	Average.
12	13	14	15	16	17	18	19	20	21	22	23	24	25
410,092	1·4	Rs. 87,705	83,500	1·0	Rs. 46,222	52,635	·9	Rs. 393	285	1·3	Rs. 403	375	1·1

TABLE LXXXVII.

Primary Schools for boys.

Municipal Funds.	Other sources.	Total.	Percentage of total expenditure on scholarships.
4	5	6	7
36	820	14,566	13·1

CHAPTER VII.—INSTRUCTION IN TEACHING.

APPENDIX TABLE LXXXVIII.

Training Schools for Masters—Summary.

Year.	State.				District or Local Board.				Municipal.				Aided.				Unaided.				Total.				Percentage of increase or decrease in 1906-1907 compared with 1901-1902.			
	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average of attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1901-1902	21	453	356	43,653	...	...	...	...	...	...	...		6	302	197	8,635	3	86	58	256	30	84	611	52,544	...	...	...	...
1902-1903	29	593	312	42,323	...	...	...	...	...	...	...	...	8	286	222	7,842	1	13	14	234	38	692	548	50,399	...	...	...	...
1903-1904	41	563	367	47,700	...	...	...	...	...	...	...	...	5	336	216	7,264	...	...	...	...	46	899	583	54,964	...	...	...	...
1904-1905	43	677	459	58,263	...	...	...	...	...	...	...	...	3	89	70	2,159	2	360	197	3,768	48	1,026	726	64,590 [a]	...	...	...	...
1905-1906	44	765	579	67,381	...	...	...	...	...	...	...	...	4	205	142	4,237	1	248	206	2,256	49	1,218	927	73,874	...	...	...	...
1906-1907	43	897	654	75,204	...	...	...	...	...	...	...	...	3	205	141	2,64	...	...	...	...	51	1,102	795	77,846	70	30·3	30·1	48·1

(a) Including Rs. 409, paid as stipends to pupils of unaided training schools.

APPENDIX TABLE LXXXIX.

Expenditure on Training Schools for Masters.

Province.	1901-1902.						1906-1907.						Percentage of increase or decrease.	
	Provincial revenues.			District or Local and Municipal Funds.	Other sources.	Total.	Provincial revenues.			District or Local and Municipal Funds.	Other sources.	Total.	1906-1907, compared with 1901-1902.	1901-1902, compared with 1906-1907.
	Under public management.	Aided.	Total.				Under public management.	Aided.	Total.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Eastern Bengal and Assam	Rs. 39,792	Rs. 1,647	Rs. 41,439	Rs. 4,280	Rs. 6,825	Rs. 52,544	Rs. 71,745	Rs. 2,223	Rs. 73,968	Rs. 147	Rs. 3,731	Rs. 77,846	48·1	— 5·7

APPENDIX TABLE XC.

Results of Vernacular Mastership Certificate and Training School Examination.

	Vernacular School Master's Certificate.												Total number of candidates.	Total number passed.	Total number passed in 1901-1902.	Total number passed in 1905-1906.
	1st grade.				2nd grade.				3rd grade.							
	Number of candidates.	Number passed.			Number of candidates.	Number passed.			Number of candidates.	Number passed.						
		High.	Medium.	Low.		High.	Medium.	Low.		High.	Medium.	Low.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Vernacular Mastership Examination in Eastern Bengal.	91	5	30	8	108	9	42	...	...	...	...	...	199	94	68	136
Training School Examination in Assam ...	...	...	...	...	...	...	...	...	...	...	...	...	17	8	10	5

CHAPTER VIII.

APPENDIX TABLE XCI.

G.—SCHOOLS FOR THE STUDY OF ORIENTAL CLASSICAL LANGUAGES.

Summary—Madrassa.

Year.	State.				District or Local Board.				Municipal.				Aided.				Unaided.				Total.			
	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
				Rs.												Rs.				Rs.				Rs.
1896-1897	3	1,111	867	28,584	...	...	...	...	...	...	...	...	6	569	439	5,624	1	120	110	1,187	10	1,800	2,416	35,395
1901-1902	3	1,168	821	26,509	...	...	...	...	...	...	...	...	17	1,283	910	10,211	13	1,084	876	6,277	33	3,535	2,600	42,997
1902-1903	3	1,161	845	27,027	...	...	...	...	...	...	...	...	27	2,042	1,390	14,274	24	1,773	1,331	10,788	54	4,976	3,566	52,689
1903-1904	3	1,108	863	27,026	...	...	...	...	...	...	...	...	30	2,234	1,817	16,671	44	2,364	1,861	14,533	77	5,706	4,541	58,830
1904-1905	3	1,115	868	30,982	...	...	...	...	...	...	...	...	42	3,109	2,253	17,857	54	2,984	2,314	16,721	99	7,408	5,435	65,560
1905-1906	3	1,150	959	30,518	...	...	...	...	...	...	...	...	75	4,438	3,452	25,799	65	3,314	2,562	15,713	143	8,902	6,973	72,030
1906-1907	3	1,063	877	34,147	...	...	...	...	...	...	...	...	94	5,403	4,060	30,811	63	3,965	2,997	16,384	160	10,431	7,934	81,342

APPENDIX TABLE XCI(*a*).

Summary—(Tols).

Year.	State.				District or Local Board.				Municipal.				Aided.				Unaided.				Total.			
	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
																Rs.				Rs.				Rs.
1896-1897 ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1901-1902 ...	...	...	...	...	...	...	...	...	...	...	...	...	88	1,478	1,095	12,467	110	1,302	1,015	6,037	198	2,780	2,110	18,554
1902-1903 ...	...	...	...	...	...	...	...	...	...	...	...	...	88	1,513	1,109	16,079	132	1,320	1,012	6,019	220	2,833	2,121	22,098
1903-1904 ...	...	...	...	...	...	...	...	...	...	...	...	...	89	1,521	1,115	13,656	118	1,355	1,018	6,536	207	2,876	2,133	20,192
1904-1905 ...	...	...	...	...	...	...	...	...	...	...	...	...	74	1,434	1,024	16,694	136	1,697	1,323	5,796	210	3,131	2,347	22,490
1905-1906 ...	...	...	...	...	...	...	...	...	...	...	...	...	98	1,867	1,400	20,712	118	1,342	1,067	8,077	216	3,209	2,467	28,789
1906-1907 ...	...	...	...	...	...	...	...	...	...	...	...	...	94	1,724	1,377	20,365	162	1,978	1,511	16,205	256	3,702	2,888	36,570

APPENDIX TABLE XCII.

Examination—(Madrassas and Tols).

	1901-1902.					1906-1907.				
	Number of institutions.	Number of candidates.	Number passed.		Percentage of success.	Number of institutions.	Number of candidates.	Number passed.		Percentage of success.
			First.	Second.				First.	Second.	
1	2	3	4	5	6	7	8	9	10	11
Madrassa ...	1	2	...	2	100	(*b*)	(*b*)	16	20	(*b*)
Tols	125	140(*a*)	63	97	...	140	954	248	95	35·9

(*a*) Dacca figures not given.
(*b*) Figures for these columns not supplied by the Inspectors.

APPENDIX TABLE XCIII.

Results of Central Madrassa and Title Conferring Examination.

	1901-1902.					1906-1907.					
	Number of institutions.	Number of candidates.	Number passed.			Number of institutions.	Number of candidates.	Number passed.			Percentage of increase or decrease compared with 1901-1902.
			First.	Second.	Third.			First.	Second.	Third.	
1	2	3	4	5	6	7	8	9	10	11	12
Central examination	5	112	19	25	18	7	88	16	15	23	—12·9
Title conferring examination ...	1	3	...	...	2	10	25	2	19	...	+859

CHAPTER IX.—FEMALE EDUCATION.

APPENDIX TABLE XCIV.

Summary.

Kind of institution.	1901-02.				1906-07.			
	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.
1	2	3	4	5	6	7	8	9
				Rs.				Rs.
State	1	110	70	9,452	15	787	527	15,916
District or Local Boards ...	150	2,300	1,531	7,865	119	2,965	2,127	10,961
Municipal	1	19	12	57	2	85	41	356
Aided	922	16,465	11,642	50,330	2,308	42,715	31,203	94,671
Unaided	359	6,242	4,544	5,193	363	6,131	4,539	4,276
Total	1,433	25,136	17,799	72,897	2,807	52,683	38,437	1,26,160

APPENDIX TABLE XCV.

Management.

	1901-1902.		1906-1907.	
	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5
Managed by Government	1	110	15	787
Managed by District or Local and Municipal Boards	151	2,319	121	3,050
Aided by Government or by District or by Local or Municipal Board	922	16,465	2,308	42,715
Unaided	359	6,242	363	6,131
Total	1,433	25,136	2,807	52,683
Girls in boys' school	...	16,428	...	19,443
Grand Total	1,433	41,564	2,807	72,126
Deduct boys in girls' school	...	734	...	1,259
Net number of girls	...	40,830	...	70,867

APPENDIX TABLE XCVI.

Number of girls in public institutions.

Province.	1896-97.	1901-02.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.	Percentage of increase or decrease.	
								1901-02, compared with 1896-97.	1906-07, compared with 1901-02.
1	2	3	4	5	6	7	8	9	10
Eastern Bengal and Assam...	42,153	40,830	46,775	58,814	59,161	64,524	70,867	— 30·2	73·5
Percentage of increase or decrease as compared with preceding year ...	...	...	+ 14·5	+ 25·5	+ ·5	+ 9·6	+ 9·8	...	...

APPENDIX TABLE XCVII.

Proportion of girls in public institutions to the total female population of school-going age.

Province.	1896-97.		1901-1902.		1906-1907.	
	Total.	Percentage of school-going age.	Total.	Percentage of school-going age.	Total.	Percentage of school-going age.
1	2	3	4	5	6	7
Eastern Bengal and Assam	42,153	2·1	40,830	1·9	70,867	3·5

APPENDIX TABLE XCVIII.

Classification of pupils in Girls' Schools and of girls under instruction.

	In public institutions for girls.			In public institutions for boys.		Total girls in public institutions.	Total girls in private institutions.	Total girls under instruction.	Percentage of school-going age.
	Total pupils.	Boys.	Girls.	Girls.	Percentage of total girls.				
1	2	3	4	5	6	7	8	9	10
For 1906-1907 ...	52,683	1,259	51,424	19,443	27·3	70,867	8,481	79,348	...
For 1901-1902 ...	25,136	734	24,402	16,428	40·2	40,830	5,691	46,525	...
Percentage of increase or decrease	109·6	71·5	110·7	18·3	...	73·6	49·0	70·6	...

APPENDIX TABLE XCIX.

Pupils in Secondary and Primary Schools for girls according to Race or Religion.

Race or Religion.	1896-97.						1901-02.						1906-07.					
	Secondary English.		Secondary Vernacular.		Primary.		Secondary English.		Secondary Vernacular.		Primary.		Secondary English.		Secondary Vernacular.		Primary.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
1.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Hindus—																		
Brahmans ...	125	96·1	373	79·6	18,099	70·0	108	44·2	615	83·9	17,165	71·1	491	72·3	665	80·7	32,685	64·6
Non-Brahmans ...																		
Muhammadans ...	...	...	12	2·6	6,392	23·6	...	...	26	3·6	5,538	22·9	9	1·3	30	4·7	16,420	32·6
Native Christians																		
Europeans and Eurasians ...	5	3·9	82	17·4	1,257	4·6	117	47·8	88	12·0	1,089	4·5	152	22·5	114	13·8	1,440	2·8
Others	...	...	2	·4	485	1·8	20	8·1	4	·5	366	1·5	27	3·9	6	·8	635	1·2
Total	130	100	469	100	27,133	100	245	100	733	100	24,158	100	679	100	824	100	51,180	100

APPENDIX TABLE C.

Girls in Secondary and Primary Schools for Indians according to stage of Instruction.

Year.	High.	Middle.	Upper Primary.	Lower Primary(*a*).	Lower Primary(*b*).	Total.
1	2	3	4	5	6	7
1906-07	37	81	435	25,611	44,287	70,451
1901-02	11	64	285	29,786	10,675	40,821
Percentage of increase or decrease	+236·3	26·5	52·6	—14·0	315·8	72·8

(*a*) Reading printed books.
(*b*) Not reading printed books.

APPENDIX TABLE CI.

Girls in Colleges and Special Schools.

Year.	Arts College.	Professional Colleges.	Training Schools.	Arts Schools.	Medical Schools.	Other Special Schools.
1	2	3	4	5	6	7
1906-07	...	...	...	1	5	397
1901-02	...	...	...	...	5	4

APPENDIX TABLE CII.

Secondary Schools for girls (English and Vernacular).

	1901-1902.												1906-1907.									
	Government.		Local or District and Municipal.		Native States.		Aided.		Unaided.		Total.		Government.		Local or District and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
English .. High	1	110	..	..	..	..	..	..	..	..	1	110	1	125	..	..	..	..	2	201	..	..	3	326
English .. Middle	..	..	..	..	..	..	..	..	1	135	1	135	1	77	..	..	..	..	1	111	1	165	3	353
Vernacular ..	..	..	..	..	..	..	12	610	2	123	14	733	..	..	1	120	..	..	10	657	1	47	12	824
Total	1	110	..	..	..	..	12	610	3	258	16	978	2	202	1	120	..	..	13	969	2	212	18	1,503

APPENDIX TABLE CIII.

Pupils in Secondary Schools for girls according to stages of Instruction.

	1896-97.		1901-02.		1906-07.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
1	2	3	4	5	6	7
High	17	2·8	11	1·1	37	2·5
Middle	31	5·2	54	5·6	75	4·9
Upper Primary ...	65	10·9	108	11·0	182	12·1
Lower „ ...	486	81·1	805	82·3	1,209	80·5
Total	599	100	978	100	1,503	100

APPENDIX TABLE CIV.

Primary Schools for girls.

Year.	Government.		District or Local and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
1901-1902	...	...	151	2,319	...	...	910	15,855	256	5,984	1,417	24,158
1906-1907	13	585	120	2,930	1	13	2,295	41,746	360	5,906	2,789	51,180
Percentage of increase or decrease 1906-1907, compared with 1901-02	...	...	20·5	26·3	...	...	152·2	163·3	40·7	—1·3	96·1	111·8
1901-02, compared with 1896-97 ...	...	...	—22·5	—18·8	...	...	—20·6	—17·7	—26·0	19·9	—16·0	—10·8

APPENDIX TABLE CV.

Comparative Statistics of Primary Schools for girls and for girls in Primary Schools.

Province.	1901-02.					1906-07.					Percentage of increase or decrease, 1906-07, compared with 1901-02.		
	Primary Schools for girls.			Number of girls in Primary Schools for boys.	Total girls in Primary Schools.	Primary Schools for girls.			Total girls in Primary Schools for boys.	Total girls in Primary Schools.			
	Number of Schools.	Number of pupils.	Number of boys.			Number of Schools.	Number of pupils.	Number of boys.			Schools for girls.	Pupils in Schools for girls.	Total girls in Primary Schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Eastern Bengal and Assam ...	1,417	24,158	712	16,196	39,642	2,789	51,180	1,219	18,845	68,806	96·8	111·8	98·8
1901-02, compared with 1896-97 ...	—16·0	—10·8	—24·6	6·6	—4·2	...	...	...	...	...	...	...	...

APPENDIX TABLE CVI.

Average strength of Schools for Girls.

Province.	1896-97.			1901-02.			1906-07.		
	English Secondary.	Vernacular Secondary.	Primary.	English Secondary.	Vernacular Secondary.	Primary	English Secondary.	Vernacular Secondary.	Primary.
1	2	3	4	5	6	7	8	9	10
Eastern Bengal and Assam	65	33	16	122	52	17	229	82	18

APPENDIX TABLE CVII.

Expenditure on Secondary and Primary Schools for Girls.

Province.	1901-02.							1906-07.						
	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other sources.	Total.	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other sources.	Total.
	Public management.	Aided.	Total.					Public management.	Aided.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Eastern Bengal and Assam ..	Rs. 8,259	Rs. 6,937	Rs. 15,196	Rs. 31,652	Rs. 39,352	Rs. 2,114	Rs. 72,897	Rs. 14,199	Rs. 17,969	Rs. 32,168	Rs. 62,929	Rs. 5,161	Rs. 25,902	Rs. 1,26,160
Percentage of increase or decrease compared with 1901-1902 ..	..	..	..	..	..	..	..	+71·9	+159·9	+111·6	+98·8	+31·1	17·1	73·8
1901-02, compared with 1896-97 ..	12·7	15·6	14·0	—5·7	2·1	18·9	5·1	..	..	..	..	..	..	..

APPENDIX TABLE CVIII.

Expenditure on Primary Schools for girls.

Year.	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other sources.	Total.	Total expenditure for 1,000 of the total female population.
	Public management.	Aided.	Total.					
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs	Rs.	Rs.	Rs	Rs.	
1906-07	3,538	11,401	14,939	58,164	2,975	18,474	94,552	43·6
1901-02	3,235	5,266	8,501	27,146	2,696	16,568	54,911	...
Percentage of increase or decrease	+9·3	116·3	+75·7	+114·2	+10·3	+10·9	+72·5	25·3

APPENDIX TABLE CIX.

Percentage of direct Expenditure from Public Funds on Schools for girls Secondary and Primary.

Province.	1896-97.			1901-02.			1906-07.		
	Amount.	Number of schools.	Percentage.	Amount.	Number of schools.	Percentage.	Amount.	Number of schools.	Percentage.
1	2	3	4	5	6	7	8		10
	Rs.			Rs.			Rs.		
Eastern Bengal and Assam	46,903	1,699	5·7	43,926	1,433	5·3	95,097	2,807	7·2

APPENDIX TABLE CX.

Average Annual cost of Primary Schools for girls and of pupil in such school.

	Schools.									Pupils.					
	Public Funds.			Private Funds.			Total.			Public Funds.		Private Funds.		Total.	
	Amount.	Number of schools.	Average cost.	Amount.	Number of schools.	Average cost.	Amount.	Number of schools.	Average cost.	Number of pupils.	Average cost.	Number of pupils.	Average cost.	Number of pupils.	Average cost.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.		Rs.		Rs.		Rs.
1906-1907 ...	73,103	2,789	26·2	21,449	2,789	7·7	94,552	2,789	33·9	51,180	1·4	51,180	·4	51,180	1·8
1901-1902 ...	34,952	1,417	24·6	18,856	1,417	13·3	53,808	1,417	37·9	24,158	1·4	24,158	·8	24,158	2·2

APPENDIX TABLE CXI.

Results of various Examinations for Female Candidates in 1901-1902.

Number competed.	Number passed.	Scholarships awarded.		Remarks.
1	2	3		4
3	3	Entrance Examination ...	1	...
6	1	Middle English Examination	3	...
19	13	Middle Vernacular Examination	2	...
76	59	Upper Primary Examination ...	4	...
599	418	Lower Primary Examination ...	21	...
52	34	Other Special Examination ...	...	...
Total 765	558		31	...

CHAPTER X.

APPENDIX TABLE CXII.

Comparative statistics of European pupils in all classes of schools.

Class of institution.	1901-1902. Number of pupils.	1906-1907. Number of pupils.	Percentage of increase or decrease, 1906-1907, compared with 1901-1902.
1	2	3	4
Arts Colleges	...	...	...
Professional	...	...	...
Law	...	...	...
Medicine	...	...	...
Engineering	...	...	...
Teaching	...	...	...
Total	...	...	...
Secondary schools for boys	224*	264(*a*)	+17·86
„ „ for girls	123	148	+20·32
Total	347	412	+18·73
Primary schools for boys	6†	7(*b*)	+16·66
„ „ for girls	58‡	42(*c*)	—25·86
Total	64	50	—21·87
Other special schools	2§	2(*d*)	*Nil*
Private institutions for boys	...	...	...
„ „ for girls	...	...	...
Total	...	...	...
Grand total	413‖	464	+12·35

* Includes 34 from Native schools.
† All European and Eurasian pupils from Native schools.
‡ Includes 35 girls returned as Eurasians studying in a Native girls' school in Padrisibpur, Bakarganj district.
§ One boy in Training school, Assam, and the other female in the Medical school, Dacca.
‖ Including 77 Eurasians in Native schools.
(*a*) Includes 42 Eurasian girls in Native schools.
(*b*) All Eurasian and European pupils in Native schools.
(*c*) Includes 3 Eurasian boys reading in Native girls' schools.
(*d*) European girls pupils (one studying in Phonetic school and the other in Medical school, Dacca).
(*e*) Includes 54 Eurasians and Europeans in Native schools.

APPENDIX TABLE CXIII.

Progress of European education.

Province.	Number of pupils.				Percentage of increase or decrease.		
	1891-92.	1896-97.	1901-1902.	1906-1907.	1896-97, compared with 1891-92.	1901-1902, compared with 1896-97.	1906-1907, compared with 1901-1902.
1	2	3	4	5	6	7	8
Eastern Bengal and Assam ...	238*	311†	413‡	464§	+30·67	+32·79	+12·35

* Includes 35,
† „ 52,
‡ „ 77,
§ „ 54, European pupils from Native schools.

APPENDIX TABLE CXIV.

Summary.

Kind of institution.	1901-1902.				1906-1907.			
	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.	Number of institutions.	Number of pupils.	Average attendance.	Total expenditure.
1	2	3	4	5	6	7	8	9
				Rs.				Rs.
State	1	10	9	3,643	1	19	9	3,775
District or Local Board ...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Aided	6	339	286	20,885	5	406	316	43,746*
Unaided	...	...	...	...	...	...	...	...
Total	7	349	295	24,528	6	425	335	47,521†

* Including expenditure of Rs. 15,039 (Rs. 4,447 from Government and Rs. 9,592 from private sources) for purchase of land for extending St. Gregory's School, Dacca.

† Total Direct and Indirect expenditure exclusive of Rs. 184 (charges for one abolished Aided school), Rs. 273, the travelling allowance of the Inspector in charge of European schools and Rs. 120 his office contingencies. In 1901-1902, the cost of inspection was borne by the Local Government then concerned and included elsewhere.

APPENDIX TABLE CXV.

European pupils according to their attendance at schools for European and at non-European schools.

Province.	Schools for Europeans.				European pupils in schools for non-European.	Percentage of European pupils in non-European schools to total European pupils.	Total European pupils.
	European pupils.	Non-European pupils.	Total pupils.	Percentage of European pupils.			
1	2	3	4	5	6	7	8
Eastern Bengal and Assam ...	410	15	425	96·47	54	11·64	464

APPENDIX TABLE CXVI.

Percentage of Europeans in stages of instruction compared with other classes.

Stage of instruction.	1901-1902.		1906-1907.	
	European.	Other classes.	European.	Other classes.
1	2	3	4	5
Collegiate	...	...	...	·2
High	0·97	1·93	0·86	2·6
Middle	9·49	3·29	7·36	3·2
Upper Primary...	18·25	6·49	22·73	6·1
Lower Primary	71·29	88·29	69·05	87·9

All Eurasian children returned from Native schools have been included among those reading in the Lower Primary stage of European schools, as no exact figures can be given. Enquiries show that the majority of those children are in the lowest stage of instruction.

APPENDIX TABLE CXVII.

Europeans at Public Examinations.

Year.	B. A.	F. A.	Medical.	Engineering.	School of Art.	Matriculation.		European Code Examinations.					
								High Schools.		Middle Schools.		Upper Primary.	
						Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1906-1907 (a)	...	...	...	...	...	...	...	...	...	...	...	...	...
1901-1902	...	...	...	...	...	...	...	...	...	4	...	5	6

(a) No public examination held as all candidates failed in the previous year's Bengal scholarship examination.

APPENDIX TABLE CXVIII.

Comparative statistics of Secondary and Primary schools for Europeans.

Province.	Secondary schools.						Primary schools.					
	1901-1902.		1906-1907.		Percentage of increase or decrease.		1901-1902.		1906-1907.		Percentage of increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
Eastern Bengal and Assam ...	5	326	4	385	—20*	+18	2	23	2	40	*Nil*	+73·9

* The decrease is due to the Saidpur night school having been closed in January 1907, pending re-organisation, and not having been re-opened before the end of the year.

APPENDIX TABLE CXIX.

Schools for Europeans according to management.

	Under public management.		Aided.		Unaided.		Total.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11
Secondary schools	...	...	4	385	...	...	4	385*	190	195
For 1901-1902	...	...	5	326	...	...	5	326†	176	150
Primary schools	1	19	1	21	...	...	2	40	18	22
For 1901-1902	1	10	1	13	...	...	2	23	14	9

* Including 15 natives.
† » 13 »

APPENDIX TABLE CXX.

Stages of Instruction of pupils (European and Native) in European Schools.

Year.	Number of boys in					Number of girls in				
	High stage.	Middle stage.	Upper Primary stage.	Lower Primary stage.	Total.	High stage.	Middle stage.	Upper Primary stage.	Lower Primary stage.	Total.
1	2	3	4	5	6	7	8	9	10	11
1901-1902	2	27	39	122	190	2	13	38	106	159
1907-1907	2	15	51	140	208	2	19	57	139	217

APPENDIX TABLE CXXI.

Expenditure on Schools for Europeans—Secondary and Primary.

Year.	Total direct expenditure from					
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Funds.	Grand total.
1	2	3	4	5	6	7
	Rs.			Rs.	Rs.	Rs.
1901-1902	9,281	...	...	2,674	3,637	15,592
1906-1907	9,325	...	...	3,008	5,008	17,341

APPENDIX TABLE CXXII.

Average annual cost of each pupil in Schools for Europeans—Secondary and Primary (a).

Year.	Public Funds.	Private Funds.	Total.
1	2	3	4
1901-1902	26·59	18·08	44·67
1906-1907	21·94	18·86	40·80

(a) Direct expenditure, divided by number of children on rolls on last day of the official year.

CHAPTER VIII.

(B) MUHAMMADAN EDUCATION.

APPENDIX TABLE CXXIII.

General figures.

Class of institutions.	1901-1902.			1906-1907.			Increase or decrease.
	Institutions.	Total number of pupils on 31st March.	Number of Muhammadan pupils on 31st March.	Institutions.	Total number of pupils on 31st March.	Number of Muhammadans on 31st March.	
1	2	3	4	5	6	7	8
Public Institution—							
Collegiate education—Arts Colleges ...	14	1,713	94	14	1,321	78	—17·0
Secondary for boys. High schools	187	46,711	7,220	212	74,130	8,869	22·8
Secondary for boys. Middle English schools ...	421	24,619	7,759	511	41,973	14,170	95·2
Secondary for boys. Middle Vernacular schools .	450	20,619	7,101	420	24,401	8,617	21·3
Secondary for girls. High schools	1	110	*Nil*	3	326	9	...
Secondary for girls. Middle English schools ...	1	135	*Nil*	3	353	...	...
Secondary for girls. Middle Vernacular schools ..	14	733	26	12	821	39	50
Primary ... For boys	16,608	473,774	240,196	17,531	560,711	301,279	25·4
Primary ... , girls	1,417	24,158	6,069	2,789	51,180	16,420	170·6
Training schools or classes for masters ...	30	841	29	51	1,102	346	1,093·1
Industrial schools	5	215	57	12	475	95	66·7
Law classes	11	170	3	5	58	5	66·7
Medical schools	3	340	47	5	560	61	29·5
Others	232	6,419	3,511	567	19,273	14,873	315·3
Total ...	19,424	611,846	272,182	22,135	749,687	364,791	34·0
Private Institutions—							
Arabic and Persian	224	6,784	6,784	276	9,105	9,104	34·2
Sanskrit	357	3,059	...	223	2,425	...	...
Elementary Vernacular for boys and girls.	371	4,523	3,309	124	2,225	1758	46·8
Koran schools for boys and girls ...	3,309	49,536	49,534	2,938	49,192	49,192	—·7
Other schools, boys and girls	64	1,426	91	150	2,965	995	993·
Total	4,325	65,919	59,718	3,711	65 912	61,049	2·2
Grand Total ...	23,749	677,765	331,900	25,846	815,599	425,840	28·3

APPENDIX TABLE CXXIV.

Progress of Muhammadan education.

Province.	Muhammadans under instruction in public and private institutions.			Percentages of increase or decrease.	
	1896-97.	1901-02.	1906-07.	1901-02, compared with 1896-97.	1906-07, compared with 1901-02.
1	2	3	4	5	6
Eastern Bengal and Assam ...	337,724	331,900	425,840	—1·7	28·3

APPENDIX TABLE CXXV.

Percentage of Muhammadans under instruction to Muhammadan population of school-going age.

Province.	1901-1902.		1906-1907.	
	Muhammadans.	All classes.	Muhammadans.	All classes.
1	2	3	4	5
Eastern Bengal and Assam	13·7	8·0	15·9	9·2

APPENDIX TABLE CXXVI.

Percentage of Muhammadans in Public Institutions to total Muhammadans under instruction.

Province.	1896-1897.	1901-1902.	1906-1907.
1	2	3	4
Eastern Bengal and Assam	80·1	82·0	85·6

APPENDIX TABLE CXXVII.

Distribution of Muhammadans under instruction.

Province.	Percentage of Muhammadans on total population.	1901-1902.						1906-1907.					
		Public Institutions.		Private Institutions.		Total.		Public Institutions.		Private Institutions.		Total.	
		Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Eastern Bengal and Assam.	...	272,182	44·4	59,718	90·5	331,900	48·0	364,791	48·6	61,049	92·6	425,840	14

TABLE CXXVIII.

Muhammadans in Public Institutions.

1901-1902.								1906-1907.								
Arts Colleges, English.		Professional Colleges.		Secondary Schools.		Primary Schools.		Arts Colleges, English.		Professional Colleges.		Secondary Schools.		Primary Schools.		
Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Percentage of Muhammadans to total population.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
94	5·48	...	...	22,106	21·4	246,265	49·4	78	5·9	...	...	31,634	27·5	317,699	51·9	57.7

TABLE CXXIX.

Success of Muhammadans at University Examinations.

Province.	1901-1902.														1906-1907.										
	Matriculation.		F. A.		B. A.		M. A.		Law.		Medical.		Matriculation.		F. A.		B. A.		M. A.		Law.		Medical.		
	Muhammadan passes.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Percentage of Muhammadans in total population.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Eastern Bengal and Assam.	78	·16	16	1·76	3	7·69	...	...	1	...	...	...	95	·2	12	1·53	1	1·51	1	12·5	...	...	...	...	57·7

APPENDIX TABLE CXXX.

Success of Muhammadans at Departmental Examinations.

Year.	Middle.		Upper Primary.		Lower Primary.		Percentage of Muhammadans in total population.
	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	
1	2	3	4	5	6	7	8
1906-1907 ...	1,536	2·3	3,693	3·6	11,793	2·3	57·7
1901-1902 ...	374	·7	784	(a)	5,618	(a)	

(a) Separate figures for Upper and Lower Primary could not be got.

APPENDIX TABLE CXXXI.

General Statistics of Private Institutions.

Class of Institutions.	1896-1897.		1901-1902.		1906-1907.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7
Advanced Institutions—						
Arabic or Persian	288	5,151	224	6,784	276	9,105
Sanskrit	604	6,210	357	3,650	223	2,425
	...	...	...	...	...	...
Elementary Institutions—						
Vernacular, boys and girls	807	5,372	371	4,523	124	2,225
Koran, boys and girls	4,396	57,065	3,309	49,536	2,938	49,192
Other Schools, boys and girls ...	72	1,397	64	1,426	150	2,965
Total	6,167	75,195	4,325	65,919	3,711	65,912
Percentage of increase or decrease compared with preceding quinquennial year.	...	...	—29·8	—12·3	—14·2	— ·01
Percentage of increase or decrease in Vernacular schools only.	...	...	—58·0	—15·8	—66·6	—50·8
Average number of pupils in Vernacular schools.	...	6	...	12	...	18

APPENDIX TABLE CXXXII.

Comparative statistics of pupils in classes of Private Institutions.

Class of Institutions.	1901-1902.	1902-1903.	1903-1904.	1904-1905.	1905-1906.	1906-1907.	Percentage of increase or decrease, 1906-1907, compared with 1901-1902.
1	2	3	4	5	6	7	8
Advanced Institutions—							
Arabic or Persian	6,784	7,283	7,609	8,459	9,135	9,105	34·2
Sanskrit	3,650	3,863	2,983	3,087	2,828	2,425	—33·5
Elementary Institutions—							
Vernacular	4,523	3,585	5,664	3,671	3,213	2,225	—50·8
Koran	49,536	54,339	50,623	50,750	53,186	49,192	—·7
Other schools	1,426	1,286	1,042	1,610	2,254	2,965	107·9
Total	65,919	70,356	67,921	67,587	70,616	65,912	·01
Percentage of increase or decrease compared with preceding year.	...	6·7	—3·4	—·5	4·5	—6·6	.....

APPENDIX TABLE CXXXIII.

Year.	Pupils in Private Institutions.	Percentage of total under instruction.
1	2	3
1901-1902	65,919	9·6
1902-1903	70,356	9·9
1903-1904	67,921	8·8
1904-1905	67,587	8·9
1905-1906	70,616	8·9
1906-1907	65,912	8·1

APPENDIX TABLE CXXXIV.

Pupils in Private Institutions according to race or creed in 1906-1907.

Race or creed.	Number of pupils.		Percentage of total pupils in Private Institutions.	Percentage of total race or creed under instruction.
1	2		3	4
European and Eurasian	...		...	...
Native Christian	499		·7	5·0
Hindus { Brahmins	2,287	3,515	3·5	·2
Hindus { Non-Brahmins ...	1,228		1·9	
Muhammadans	61,049		92·6	2·3
Others	849		1·3	·4
Total	65,912		100	1·4

CHAPTER XII.

APPENDIX TABLE CXXXV.

General Statistics of Hostels Boarding Houses.

Province.	1901-1902.					1906-1907.				
	Hostels.	Boarders.	Expenditure.			Hostels.	Boarders.	Expenditure.		
			Public Funds.	Private Funds.	Total.			Public Funds.	Private Funds.	Total.
1	2	3	4	5	6	7	8	9	10	11
Eastern Bengal and Assam.	101	2,147	Rs. 10,237	Rs. 78,151	Rs. 88,388	Rs. 142	Rs. 3,202	Rs. 22,771	Rs. 1,18,459	Rs. 1,41,230
Precentage of increase or decrease.	...	...	...	...	...	40·6	49·1	122·4	51·6	59·7

APPENDIX TABLE CXXXVI.

Statistics of Hostels according to management.

	1901-1902.								1906-1907.							
	Government.		District or Local and Municipal.		Aided.		Unaided.		Government.		District or Local and Municipal.		Aided.		Unaided.	
	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Boys	22	491	2	60	5	170	69	1,368	27	740	2	59	16	494	92	1,741
Girls	1	14	...	...	...	...	2	44	...	...	...	...	2	32	3	136
Grand total ...	23	505	2	60	5	170	71	1,412	27	740	2	59	18	526	95	1,877
Average strength of each hostel. Boys ...	...	22·3	...	30	...	34	...	19·8	...	27·4	...	29·5	...	29·2	...	18·9
Average strength of each hostel. Girls ...	...	14	...	...	...	...	...	22	...	...	...	...	...	16	...	45·3

APPENDIX TABLE CXXXVII.

Statistics of Hostels for boys.

Year.	Total.		Distribution of Boarders.				Expenditure.				
	Hostels.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Fees.	Subscriptions, endowment, etc.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
1901-1902	98	2,089	180	1,421	159	329	Rs. 8,545	Rs. 874	Rs. 60,807	Rs. 15,598	Rs. 85,824
1906-1907	137	3,034	259	1,822	361	591	18,733	2,173	88,209	22,759	1,31,874

APPENDIX TABLE CXXXVIII.

Statistics of Hostels for girls.

Year.	Total.		Distribution of Boarders.				Expenditure.				
	Hostels.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Fees.	Subscription, endowment, etc.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
							Rs.	Rs.	Rs.	Rs.	Rs.
1901-1902	3	46	...	14	32	...	820	...	783	961	2,564
1906-1907	5	168	...	121	47	...	1,865	...	1,540	5,951	9,356

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